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ABSTRACT

This book is a guide designed for rehabilitation agencies to plan for staff retirements and other turnover. It examines the process of succession planning, necessary tools, resources, and positioning the organization for future success. Chapters have the following titles: (1) "Succession Planning in a Dynamic Environment"; (2) "Succession Planning in Vocational Rehabilitation"; (3) "Organizational and Strategic Planning for Human Resources"; (4) "Developing a Human Resources Strategic Plan"; (5) "Building Organizational Capacities through Current and Future Staff"; (6) "Building the Capacity of Individuals: Having the Right Person in the Right Place at the Right Time"; and (7) "Effective Practices: They ARE Doing It!" The final chapter offers a summary and eight recommendations. These include: survey employees to gain a better understanding of organizational climate; develop an organizational succession plan that connects with the organization's mission, values, and overall strategic plan; and work jointly with educators to address current and long-term needs. Appendices provide lists of resources, a comparison of wage estimates by occupational title, and sample employee development plans. (Contains 93 references.) (DB)

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Succession Planning: Building a Successful Organization in a Dynamic Environment

May 2001

Daniel C. McAlees

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Report from the Study Group on

Succession Planning: Building a Successful Organization in a Dynamic Environment

Twenty-Seventh Institute on Rehabilitation Issues
Washington, DC
May, 2001

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Many people and many agencies were involved in the development of this IRI study. A summary of the IRI process follows to help the reader understand this involvement.

The IRI process begins with the solicitation of topics for the Prime Study Groups to study. We acknowledge the efforts of the Council of State Administrators of Vocational Rehabilitation (CSAVR), the Rehabilitation Services Administration (RSA), and state vocational rehabilitation agency administrators who submitted topics for study consideration.

The IRI National Planning Committee discusses the topics and selects those determined to be the most relevant for study. The topics selected will improve the achievement of employment outcomes and promote the effectiveness and efficiency of the VR program. The selection criteria used by the Planning Committee are:

- The topic is currently one of concern to a large number of state VR agencies;
- It is a topic that can be completed within a year; and
- There are recognized experts or a body of literature that will be available to the Prime Study Group.

We acknowledge and appreciate the work that was done by that committee.

We wish to thank the state vocational rehabilitation administrators who nominated individuals to serve on this Prime Study Group. Prime study group members meet the following criteria:

- Knowledge of the topic;
- Writing skills, including the ability to discuss the issue;
- The ability to work as part of a group; and
- Willing and able to make a substantial commitment of time and energy to the IRI process.

The majority of nominees are state VR agency representatives, but also includes other individuals who are recognized as authorities on the issue under study and/or represent important consumer perspectives. Serving on a study group is a considerable commitment

in time and effort, and we appreciate the fact that state administrators allowed their employees time to participate in this group.

Most importantly, we want to thank the members of the Prime Study Group (page iii) responsible for this document. These are the real authors who did the thinking, critiquing, writing, and rewriting of 100 percent of the content. This publication represents their hard work, which included three meetings of several days each and involved many hours in between those meetings to complete writing assignments.

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Finally, Ms. Sue Scholfield composed this document. The attractive appearance of the document you are about to read speaks for her efforts.

Jean Radtke
IRI Study Group Coordinator and Editor

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Introduction

Introduction

Is Succession Planning Part of Your Future? Now is the Time.

What if . . . the 30-year veteran supervisor who carries the history of your organization takes emergency medical leave?

What if . . . the senior counselor, who has mentored staff and served on multiple committees, gives you two weeks notice before moving to a new job?

What if . . . the legislature lowers the retirement age and the Director and Chief of Field Services are now both eligible for retirement in the next year?

Picture this . . . It's Monday morning, you're sitting at the conference table with your staff, ready to review the week. Look carefully around the room and ask yourself where these people will be in the next 5 – 10 – 15 years. Where will you be?

What future do you envision for your organization? Are the people you see as current and future leaders part of your vision? What efforts have you made to keep these "irreplaceable" people? Without them, who will perpetuate the passion and fuel the fire of the new staff joining the organization? Who will replace the people you depend on for the day-to-day operation of your organization? Have you planned for their successors? Have you planned for your successor?

Who holds the history of your agency? Has that history been passed on or documented? New blood is good for the organization, but are you also maintaining your essential base of experienced and qualified staff?

How have you prepared for the expected and the unexpected, the inevitable change? People talk about the projection of mass retirements and turnover in the VR system, with some states already experiencing the need to replace 30-40 percent of their personnel in a year. Are you positioned and ready to respond? The future of the public VR system depends upon solid succession planning. Read on to learn more about the process, the tools, the resources, and how to position your organization for future success.

Chapter 1

Succession Planning in a Dynamic Environment

Abstract

If it is to meet its future human resource needs, an organization must have an effective plan for identifying and developing individuals who have the potential to contribute to meeting the organization's needs. This chapter examines the concept of succession planning and the importance of acknowledging the need for leadership skills at all levels of the organization. It defines succession planning and advocates the use of Individual Development Plans for employees as a means to create a successful organization. Also, it describes the essential characteristics of an effective succession plan and what such a plan can accomplish for an organization. Finally, succession planning is explored in the context of the changing demographics of the workforce.

Why Does an Organization Need a Succession Plan?

In 1991, Jack Welch, the CEO of General Electric said, "From now on, choosing my successor is the most important decision I'll make. It occupies a considerable amount of thought almost every day." It took 10 years before Jack Welch announced his successor. VR does not have the luxury of that much time to identify its critical future human resource needs.

The importance Welch placed on succession underscores the value the private sector places on having a well-defined plan for those who are to follow in key positions. As important as it is to identify the successor to the top individuals in an organization, succession planning is not limited to identifying those who will succeed the CEO and senior staff.

Whereas in the past, organizations focused on the preparation of high potential individuals, today's organizations must focus on all individuals within the context of the leadership team. Effective succession planning examines how each succession candidate would add value to the team's performance (© 1998 Hagberg Consulting Group). A systematic and highly effective approach is the creation of Individual Development Plans for employees that provide the structure for determining the needs of the organization as well as for individuals.

What is Succession Planning?

"Succession planning is an ongoing process of systematically identifying, assessing, and developing talent to ensure the leadership continuity for all key positions in an organization" (© 1998 Hagberg Consulting Group).

Succession planning is not only finding the right person for the right job; it is a comprehensive workforce planning system, directly linked to the organization's strategic plan, concerned with the organization's human capital, identifying skill imbalances, and projecting future needs.

Succession planning:

- Identifies the competencies critical to the organization;
- Details what the organization wants from each level or position;
- Describes what those functions will look like;
- Provides a means to monitor and evaluate performance; and
- Defines the means to support those functions, as well as the individuals in those functions, once the plan is in place.

What Does Succession Planning Accomplish?

Succession planning allows the organization to determine the qualifications and characteristics that its future leaders and managers must possess if they are to ably lead the organization. Major corporations acknowledge the value of succession planning. For example, Proctor and Gamble's program for "developing managers is so thorough and consistent that the company has talent stacked like cordwood, in every job and in every level" (Fed News OnLine™, 2001).

Succession planning leads to:

- Engaging senior management in a disciplined review of leadership talent.
- Guiding development activities of key executives.

- Bringing selection systems, reward systems, and management into alignment with the process of leadership renewal as part of the overall strategic process.
- Assuring continuity of leadership.
- Avoiding transition problems.
- Preventing premature promotion, because employees are prepared for supervisory and other key positions before they are selected for them (Fed News OnLine™, 2001).

What are the Major Components of an Effective Succession Plan?

In general, for an organization to effectively identify and address its human resource needs, it must undertake three major activities:

- Complete an organizational assessment.
- Create a strategic succession plan.
- Recruit and develop employees.

Each of these will be explored in greater detail in succeeding chapters in this document.

As an essential element of an organization's overall human resource strategy, succession planning needs to be customized to the needs of that organization in order to be effective. In addition, an effective succession plan has to:

- Have commitment and support from top management;
- Be guided by Human Resources;
- Be embraced by line staff;
- Focus on shared responsibility for employee development;
- Include individual development plans for each employee focused on development opportunities with the greatest impact (e.g., cross-functional/cross sector job assignments, executive coaching and mentoring); and
- Ensure that employees take ownership of their development, with strong management support.

Focusing on both the near and the long term future, the organization must assess its current culture and define its ideal culture. Succession planning, ideally, ought to be aligned with future strategic direction with a focus on the development of a leadership cadre (© 1998 Hagberg Consulting Group).

How Does Succession Planning Contribute to a Successful Organization?

An organization's strategic goals can only be achieved if an effective program for leadership is in place. Succession planning is necessary to ensure that leadership growth keeps pace with organizational growth.

Consistently successful organizations operate in a strong, positive culture of shared organizational values. These visionary organizations continuously improve and adapt to the changing needs of the customer and the community. Six important characteristics are displayed by these organizations:

- They have strong, positive values-driven cultures.
- They make a lasting commitment to learning and self-renewal.
- They are continually adapting themselves based on feedback from internal and external environments.
- They make strategic alliances with internal and external partners, customers and suppliers.
- They are willing to take risks and experiment.
- They have a balanced values-based approach to measuring performance that includes such factors as:

    - ✓ Corporate contribution to the local community and society;
    - ✓ Collaboration with suppliers and customers;
    - ✓ Continuous learning and self-development;
    - ✓ Organizational cohesion (synergy, vision, mission and values);
    - ✓ Corporate fitness (efficiency, productivity and quality); and
    - ✓ Corporate survival (financial results).

(© 1998 Hagberg Consulting Group)

Barrett (1998) sees the evolution of a visionary organization depending on the commitment of its leadership to model these new values and behaviors. Employees should be involved in defining the mission, values, and vision of the organization so that they will build psychological ownership. Management needs to encourage employees to think like owners, and should assign responsibility to support innovation, learning and cultural renewal. The identification and development of those individuals who will embrace its values and sustain its vision is critical to accomplishing the mission of any organization in today's complex and rapidly changing world.

Most importantly, Barrett's visionary organization will have a comprehensive and effective succession plan that will focus on identifying and developing the organization's future leaders. It will provide plans for filling gaps

by developing current employees in order to maximize its human asset potential and allocation for the best alignment with strategic objectives (Barrett, 1998).

How Will the Changing Environment Affect Workforce Demands?

Vocational rehabilitation agencies are attempting to adapt to the demands of the 21st Century, which Toffler (1996), described as a time when society is impacted by change emanating from the collision of the present and the future. Although the digital revolution helped propel change, the social transformation is a product of technology's convergence with other forces. The side effects of change, occurring as today merges into the future, have created a number of forces, economic and social, that influence workforce policy and practice. The nature of work has changed, creating new work demands, requiring new skills, providing new options and offering new opportunities for employers and workers.

Both long- and short-term economic indicators forecast continued growth, although the pace of growth may be somewhat slower. Employers will continue to face personnel, production, and economic issues and the goal of increasing profit by addressing production efficiency will be hampered by labor shortages. The U.S. Department of Labor (1996) suggests that workers will be needed not only for new jobs but also to replace retiring individuals. Because of such demand, the number of job openings is expected to exceed the number of workers available by 3.7 million (25th IRI, 1999). As the proportion of older (ages 45-64) workers increases, the number of younger (ages 25-44) workers will decrease.

Much of the projected labor shortage is attributable to the "baby-boomer" bulge (persons born between 1946 and 1964) that now comprises 47 percent of the workforce. Many hold key management positions in agencies, and when they retire they will take vast amounts of expertise with them. Furthermore, replenishment will likely not be easy. Birth rates in the late 1960s and 1970s were relatively low, meaning the pool of younger workers will be smaller. Given the highly competitive labor market, finding and keeping talent will become increasingly difficult (U.S. Department of Labor, 1996).

Government Executive Magazine (1998), projected that "by 2004, nearly 30 percent of federal employees will be eligible to retire, with 19 percent eligible for early retirement. For senior managers, the numbers are even more dramatic with 60 percent of Senior Executive Service members eligible to retire, and another 21 percent eligible for early retirement in the next five years."

Although the General Accounting Office (GAO) indicates that "almost 75 percent of the government's top executives will be eligible for retirement in the

next five years," many agencies won't be prepared to replace them (Government Executive Magazine, March/May 2000).

What Factors are Affecting the Labor Market?

With continuing advances in health care in the 21st Century, life expectancies are projected to rise. For the baby boom generation, this rise in life expectancy raises additional personal and workforce issues. Recent reports note that many workers must care for dependents other than children. About 7.3 million Americans, age 15 and older, report difficulty performing one or more activities of daily living, with more than half of this population requiring the assistance of another person to perform these activities. Family members are the primary source of this assistance. In 1996, more than 4 million households spent at least 40 hours per week in providing care to an elderly family member with an additional 1.6 million spending 20 to 40 hours per week. Most of these family caregivers are working, 52 percent fulltime and 12 percent part-time.

Over the next 10 years family caregiving in the United States for persons age 50 and older will impact roughly one in ten working Americans. Caregiving also takes a toll on productivity, absenteeism, early retirement, and costs business an estimated $11.4 to $29 billion per year. Despite this, only a small percentage of employers with 100 or more employees have programs in place to support caregivers. This represents a considerable impact on the availability of the human resources of an organization to attain and to maintain its goals (MetLife, 1999).

Eighty-four percent of respondents to a study survey by MetLife (1999) indicated 16 percent quit work, and 13 percent took early retirement to meet these obligations. Consider the following:

- Between 1969 and 1998, the participation in the workforce of married women age 25 to 54 increased from approximately 43 percent to about 74 percent.
- The percentage of women with children under the age of 3 rose from 23 percent in 1969 to 63 percent by 1999 while the participation rate of husbands and fathers in this same age group declined from 97 percent in 1969 to 95 percent in 1998.
- During this same time, the number of men and women working extended hours also increased. On average, married couples spent 14 more hours per week or 717 more hours annually working in 1998 than in 1969.
- Issues of dependable child-care, health and school activities may increasingly impact the workplace in terms of absences and the need for time away from the workplace (MetLife, 1999).

When examining the work demands within an organization and its current staffing policies and practices for meeting those demands, it is wise to be cognizant of the demands placed upon its employees from outside the organization. Support for employees with concerns around child-care and children's school activities, care giving, health, or disability may begin with organizational policies that are "life friendly" and practices that enable a work/life balance.

In addition to these demographic changes, there has been a shift in the values, expectations, and orientation of workers. Those workers born in the 1970s and 1980s are thought to be more global, technologically oriented, and culturally diverse than their baby-boomer predecessors. Shaped by changing social and family structures and advances in technology, many in this generation have lived in non-traditional family structures and consider computers to be basic equipment. Television, computers, and the Internet have contributed to attitudes and values shaped more by the visual image than the written word (Radice, 1998). This generation is entering adulthood at a time in which "career paths are no longer linear; average income is falling, and continuous change is the norm" (Lankard, 1995) and will likely have a less traditional approach to work and career. They may be more inclined to move from job to job and be less tolerant of organizational demands with which they do not agree (Wyld, 1994). Each job may be viewed more as a stepping-stone in an overall career path, rather than a long-term commitment to an organization until retirement (Filipczak 1994).

Increasingly, employees view their potential for success in terms of their ability to capitalize on strengths and interests. In an economy with increasingly less room for uneducated or less skilled workers, this generation wants to be valued for their skills (Bradford & Raines, 1992). In the new climate, workers recognize the value of transferable skills and use job changing as a means of attaining the skills they need to become more marketable (Filipczak, 1994). For them, mobility means the ability to transfer skills from one job to another, rather than between locations in the organizational hierarchy (Wilkinson, 1995). As technology savvy as these young workers are, they understand the importance of personal interaction and communication skills and recognize that not all knowledge passes through computers and technology (Meglino, 1998). Younger workers see their ability to problem solve and to do jobs that others cannot do as strengths (Lankard, 1995) and in general, don't feel constrained by the traditional workplace, but can imagine alternatives.

The ways in which multi-generational workers define their job satisfaction have an effect on employee attitudes and effectiveness; consequently, these factors also must be considered when developing a succession plan.

An Example of Innovative Thinking

A good succession plan requires innovative thinking. For example, due to the changing labor market, VR agencies, as well as many other governmental agencies, are struggling in their recruitment efforts. The United States Coast Guard was among the first to deal with this issue after undergoing a major downsizing from 1994 to 1998 that cut 4,000 people from its ranks. Since one of its major management priorities is human resources, when they developed their workforce plan, they did not constrain themselves with traditional approaches to this problem:

> Despite the ensuing personnel staff and skill shortages, the agency continued workforce planning to determine where the most critical needs were and how to meet them. One planning document, *Coast Guard 2020, Ready Today . . . Preparing for Tomorrow*, describes operational challenges the agency expects to face 20 years from now . . . .
>
> The planning process highlighted the urgency for an aggressive recruiting program, prompting Coast Guard officials to actually divert resources from other programs to boost recruiting efforts. Due to the strong economy, they have had the most trouble attracting entry-level military recruits, so now are strategically targeting their audience of potential candidates.
>
> One of their more innovative tactics - and unusual for a government agency - was a six month advertising contract with the World Wrestling Federation. "While there has been great concern among many that association with the WWF might hurt the Coast Guard's image, marketing information showed that a significant percentage of the eligible recruiting population watches professional wrestling," agency officials noted (Government Executive Magazine, 2000).

As the issue of personnel needs continues to confront VR agencies, it will be the willingness to think creatively that will allow them to secure the necessary human resources. It will be equally important for VR agencies to develop unique strategies to develop and grow those individuals who possess the skills needed to manage and lead the organization.

Chapter 2

Succession Planning in Vocational Rehabilitation

Abstract

The challenges of succession planning within the public vocational rehabilitation system relate directly to the many changes taking place in the total disability community. This chapter focuses on the relevance of succession planning to VR and discusses key changes that affect the way the VR program approaches it. Transformations within the world of disability, including changes in consumer needs and expectations, will be instrumental in the way that succession planning is implemented. The evolving role of vocational rehabilitation counselors combined with increasing professionalization of public VR counselors will also continue to impact the system. VR's systems of partnerships with other public programs and with employers are discussed as another important planning factor. Changes in the way contemporary workers approach life-long careers will affect how VR develops a viable approach to succession planning for the future.

Perceptual Changes

The perceptions of people with disabilities and the definition of disability have changed significantly. Terminology related to individuals who have disabling conditions has shifted from "handicapped" to "disabled" to "individuals with disabilities," reflecting a progressive shift from that of the medical model to a focus in which the medical condition is only a single attribute of the whole person. These changes were driven by people with disabilities and reinforced through federal legislation, such as the 1990 Americans With Disabilities Act (ADA). People with disabilities expect to be defined by their abilities and interests, not by the medical label placed on their disabling condition.

Disability labels helped to perpetuate stereotypes and attitudinal barriers that served as key limitations to opportunities for people with disabilities.

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The traditional view of disability was associated with being different or abnormal and helped to perpetuate the idea that medical, education and rehabilitation professionals have been striving to "fix" individuals, to make them "normal." The community of people with disabilities has asserted its right to be defined by who they are as individuals and to be treated as contributing, valued members of society, not needing to be "fixed," "normalized," or taken care of by others.

The definition of disability and consequently of who needs support services have also changed. First, disability categories have expanded from visible physical disabilities to include sensory impairments, developmental disabilities, mental health conditions, learning disabilities, traumatic brain injury, and invisible conditions. Second, the need for culturally appropriate services for culturally and ethnically diverse individuals with disabilities is more widely recognized. Finally, the life span of all persons and those who survive accidents and trauma is increasing. This increased longevity has led to an increase in the severity of disabilities, the number of individuals with multiple disabilities, and service needs for the aging population who continues working and remain independent. The world of disability is not only changing but also expanding at an increasingly rapid rate.

Taking Control

Greater activism among people with disabilities has inevitably led to questions of control of the decisions that significantly influence their lives. Historically, medical professionals, educators, parents, guardians, rehabilitation staff, and advocates have assumed the decision-making role. Shifting from a system of dependency and paternalism to one of empowerment and self-determination has changed the roles of individuals with disabilities, family members, advocates, and service delivery staff. These role shifts are evident in the a) language adopted by the community and b) various regulations, which clearly define expectations, such as informed choice, empowerment, self-determination, and person centered planning in the service delivery systems. People with disabilities are progressively moving themselves from a history of subsidy programs to jobs, and now, to lifelong careers.

Integration and access have been cornerstones of the disability movement. This is evident in legislation, such as the ADA, IDEA (Individuals With Disabilities Education Act), and the 1973 Rehabilitation Act, as amended, and resonates through the community and the workplace, and the adoption of principles of equal treatment, equal opportunities, and quality customer service. Because of the increasing visibility and legal protection of individuals with disabilities, business and industry have increasingly recognized the untapped talent and qualifications of the employee pool available within the disability community.

Also significant is the growing recognition in the business community of the potential buying power of customers with disabilities.

Independent living has been a major priority of the disability community. An evolution from isolated institutions to segregated group homes to community-based living and, most recently, to home ownership has taken place within the last 50 years. This movement was clearly endorsed by the U.S. Supreme Court through its Olmstead Decision. Home ownership is becoming a reality for an increasing number of people with disabilities as they move from no income to subsidy programs to full employment. Transportation continues to be a major challenge to disability leaders in the movement toward total community integration for without accessible transportation, independent living is meaningless in America.

Technology has had a profound impact on the lives of people with disabilities. Assistive technology has made possible innovative ways to expand independence and employment opportunities. Individuals with disabilities have influenced technology development and the planned inclusion of access features. The latter are included in a wide range of products and services due to the impact of Section 508 of the Rehabilitation Act. The next issue that needs to be addressed is the affordability of technology, a major technology accessibility factor for individuals with disabilities.

The drive of people with disabilities for autonomy and inclusion has had a major impact on the service delivery systems they use. Government programs for people with disabilities were initially developed to serve veterans and injured workers. That focus has expanded dramatically to include the wide range of people with visible and invisible disabilities. Initially, seen as allies, service delivery systems are perceived by many individuals as part of the problem, moving too slowly and being too controlling and oppressive. Rather than being content with subsistence, people with disabilities want a quality of life and the right to decide and to define "quality" for themselves, as well as to control the services that support attaining it.

Impact of the Change on the Public Vocational Rehabilitation Program

The role of the public vocational rehabilitation program has been more than one of "reactor" to the myriad changes taking place within the disability community. The public program has responded immediately and innovatively to transformations that have taken place, but the program is also struggling to adjust to the rapid rate of change within the disability environment and the larger world. Significant within this evolution has been VR's leadership in moving from a system of paternalistic service delivery for people with disabilities to one whose foundation is anchored on mutual collaboration between consumers and service

providers. The role of the VR counselor has shifted from one of control to facilitation and resource development. These changes have not been without challenge. Rehabilitation professionals who were grounded in the medical model have had to struggle to relinquish the control and financial oversight that were considered to be their professional responsibility.

Informed choice is a critical element from the first point of contact between a consumer and the VR agency. There is an increased emphasis in the state VR agency on capitalizing on consumer strengths and utilizing consumer expertise of their disability and rehabilitation needs and preferences. Despite all of these efforts, consumer choice rings hollow if the available services and employment options are severely limited. Therefore, a major issue for VR agencies is the challenge to develop ways of expanding employment choices available to consumers regardless of their disability.

VR Partnerships

The Workforce Investment Act of 1998 (WIA) and the Ticket to Work and Work Incentives Improvement Act of 1999 (TWWIIA) present opportunities and challenges to the public VR program. In addition to WIA and TWWIIA, the public program now collaborates directly with programs authorized under the Social Security Administration, Wagner-Peyser Act, the Adult Education and Family Literacy Act of 1998, the Welfare-to-Work grants, Title V of the Older Americans Act, postsecondary vocational education under the Perkins Act, Trade Adjustment Assistance, veterans' employment services, unemployment compensation programs, Community Service Block Grants, and HUD employment services. Partnerships with all of these players significantly broaden the scope and increase the complexity of the public VR program.

The concept of one-stop service delivery centers has important implications for the VR program. A consolidated approach to service delivery holds the promise of a more solidified network of services and employment opportunities for consumers of rehabilitation services. The combination of the one-stop approach with rapidly developing technology opens a new world of resources and opportunities for VR counselors and consumers to expand choices and employment options.

The VR program is faced with the formidable challenge of ensuring that vocational rehabilitation consumers are not lost or underserved within these consolidated programs. A structure that entails multiple and complex choices necessarily results in a more cumbersome decision-making process. This system requires the public VR program to clearly articulate its role within a revised structure of service delivery. Other entities within the partnership can and do offer

similar services and strive for similar outcomes to those of the public VR program. It is VR's responsibility to guard against the dilution of its programs and, thereby, preserve the fundamental purposes for which the program was originally enacted. Written memoranda of understanding among the participating entities facilitate effective collaboration. It is imperative that agreements specify the respective missions, roles, responsibilities, outcome expectations, and overall direction for each partnership. These components must be clearly established in ways that define how each partnership is needed and what each one will contribute to the collective program.

The public VR program has a long history of collaboration with education in assisting persons with disabilities in their transition to work. As a result of the Individuals With Disabilities Education Act, this relationship has been given greater emphasis. With the expectation that the transitioning needs of students with disabilities are to be met by the public VR program, additional strain has been added to its limited financial resources. (One state estimates, that approximately 40 percent of all its resources are targeted toward transitioning youth.)

The Changing Role of the VR Counselor

An important component of the VR program's contribution to the ultimate success of these changes in the delivery of services relates to the preparation of VR counselors. Counselors are expected to be expert resources for customers whose goals include employment, careers, and independent living. Counselors must be highly skilled with expertise in counseling, technology, medical issues, legislation, career planning, resource development, and working with people as individuals within a holistic planning process. Overall, the emphasis has changed to the rehabilitation counselor as consultant, facilitator, and resource developer.

Rehabilitation education programs must prepare new rehabilitation professionals who are ready for their roles within a more complex system. To do so, they must assess their linkages with VR organizations; evaluate if the program offerings are keeping pace with the changes in the VR world, and assess the mechanisms that help to incorporate these changes into practice.

Like consumers, counselors have immediate and extensive access to information through the automated world to expand their knowledge of disabilities, disability groups, employers, ancillary services, employment resources, and virtually any relevant topic. Consumers are better informed in today's world of rehabilitation and often have done comprehensive research via Internet and other sources prior to meeting with a rehabilitation counselor. Consumers are more likely to know what they want in terms of services and

outcomes and what role they want their VR counselor to play in the process. These changes require that VR agencies ensure counselors have resources available to stay abreast of the same informational base that consumers are bringing with them in their quest for services.

Professionalization Within the VR Agency

Among the many changes it is experiencing, one of the most significant for the public VR program is its recent commitment to a Comprehensive System of Personal Development (CSPD). CSPD and its ramifications were addressed thoroughly in *Achieving Employment Outcomes Through VR Counselors Who Meet the Comprehensive System of Personnel Development Requirements* (25th IRI, 1999). As with expanded partnerships the VR program is building, CSPD entails both opportunities and challenges for state agencies. The most obvious advantage of CSPD is the professionalization of its core workforce by ensuring that all VR counselors are trained at the graduate level and are fully qualified to provide quality vocational rehabilitation services.

The immediate changes CSPD is having at all levels within the VR agency are profound. Among the most important challenges for state programs as they transform through CSPD are:

- Adjusting resources to meet the graduate education needs of over 3,400 VR counselors nationwide.
- Developing partnerships with rehabilitation counseling education programs to provide graduate training opportunities for VR counselors.
- Adjusting workloads to accommodate a reasonable balance among caseloads, school, and family.
- Relying on distance education programs for graduate training.
- Responding to counselor resistance to and fears of the changes related to CSPD.
- Recruiting culturally competent counselors including those who can serve customers in their native languages.
- Recruiting qualified rehabilitation counselors to work in rural areas.
- Adjusting compensation and reward systems to levels appropriate for retention of professionally trained and credentialed staff (25th IRI, 1999).

There will be long-term changes as well. Among the most significant is the probability that VR counselors who complete the rigor of a graduate program will increasingly perceive themselves as true professionals. They will expect more autonomy due to their increased knowledge and skills. The value of such

counselors to the agency will increase, and it is likely to flourish from an enhanced atmosphere of professionalism.

Changes within the public program will also be related to the increased marketability of rehabilitation counselors as a result of CSPD. Public VR counselors will have an arsenal of qualifications that will make them appealing to an array of other employers:

- Expertise in disabilities.
- Expertise in the world of work - job placement, job development, careers/advancement, employment legislation and regulation.
- Expertise in counseling and case management.
- Expertise in the areas of reasonable accommodations and assistive technology that are of particular interest to employers in business and industry.
- Proficiency with technology.
- Experience in a state VR agency; and.
- Attainment of graduate level education, with many holding or qualifying for professional credentials.

Source: Prime Study Group

The marketability of the public VR counselor is not limited to the private rehabilitation sector. Initiatives related to WIA and TWWIAA, along with increased interest in disabilities and employment within private business and industry, will combine to make the skills of rehabilitation counselors particularly attractive. This potential threat is compounded by the current changes confronting VR agencies in almost every state, due to the burgeoning numbers of retirement-eligible personnel. The human resources components of these agencies are being increasingly challenged to attract qualified new counselors and to retain and further educate experienced ones.

Diversity Within the VR Workforce

Another major challenge facing VR organizations is the need for proactive development of recruitment plans that ensure a workforce that reflects the cultural values of the communities they serve. The cultural makeup of the United States is changing so that in the 21st Century over 50 percent of all Americans will belong to what was previously considered a minority group. The complexity of such a diverse society will create a challenge for service-based organizations to meet the needs of its clientele by actively recruiting culturally competent employees.

Perhaps of greatest importance are the VR program's efforts to increase the number of consumers among the ranks of its employees. The public VR program has made intense efforts to promote consumer empowerment and to ensure consumer choice. From the perspective of many consumers, empowerment will be enhanced when the ranks of VR counselors are comprised of significantly greater numbers of people who have disabilities. (This will be discussed in greater detail in Chapter 5.)

Influences of a Changing Public Sector Workforce

The driving force behind the public VR program's interest in succession planning is the stunning rate at which top-level administrators are reaching retirement age. The government labor force tends to be aging at a more rapid rate than the workforce in the private sector. The proportion of older government workers aged 45 to 64 increased from 36.8 percent in 1994 to 41.7 percent in 1998 while proportions in the private sector only increased from 25.3 percent to 27.8 percent during the same period. (Ehrenhalt, 1999). William Byham, CEO of Development Dimensions International, suggests that the leadership gap constitutes the biggest threat to organizations since Y2K and predicts that the average organization will experience a 33 percent turnover in its executive ranks within the next five years (Grossman, 1999). Recruitment of qualified replacements among younger workers is complicated by the fact that these workers have a different concept of careers than those who currently occupy most leadership positions. Once an attractive feature of public sector employment like VR was the promise of a secure retirement program after a specified period of service. The public sector can no longer count on attracting or retaining workers with the lure of a stable retirement package (Green, 2000). Younger workers are less likely to build a life-long career on a single job; claims have been made that the typical 20-year career-building cycle has evolved into what amounts to a 20-month skill-building process (Stern, 1997). Succession planning within the public VR program must follow the lead of corporations in the private sector whereby incentives that go beyond financial reimbursement and retirement are used not only to bring in new leaders but also to ensure that they stay.

Maintaining VR Leadership Within the Disability Community

Vocational rehabilitation agencies are challenged not only to maintain but also to strengthen their leadership roles within the rehabilitation environment. The impact of the agency's leadership within the disability community is directly related to the quality of leadership among VR personnel. A commitment to a comprehensive system of personnel development for all staff, not just for counselors, will position the public program to cultivate the leadership of existing staff as well as to attract dynamic new personnel into the system (Shaw, 1997).

Not every VR employee will serve in leadership positions within the agency, but all personnel perform some leadership functions in the execution of their jobs. Both CSPD and succession planning address this comprehensive need.

Perhaps the most critical component of effective succession planning within VR is the development of personnel for senior leadership positions within the state agency. The many environmental and workforce changes confronting organizational leaders have led scholars to continually identify additional leadership attributes and include new competencies that are important to the development of new leaders.

In terms of specific competencies, Atkinson (1999) delineated ten desired competencies of rehabilitation leaders:

- Inspire and influence others to follow.
- Create vision and set direction.
- Focus on what might be.
- Think strategically, have insight and see long term.
- Act decisively.
- Create an environment that supports and encourages the vision.
- Lead by best practice.
- Build and develop a competent, diverse, and empowered organization or work group.
- Model the way.
- Possess self-knowledge, accept responsibility, and exhibit emotional maturity.

Public VR programs have a history of collaboration with high-quality leadership initiatives (National Center for Disability Education and Training, National Rehabilitation Leadership Resource, University of Oklahoma, National Executive Leadership Institute, the regional rehabilitation continuing education programs, state VR in-service programs, affiliations with universities). These partnerships provide a foundation for effective succession planning within VR by ensuring that the quality of its leadership training is equal to that provided to corporate leaders in the private sector.

The Importance of Succession Planning to the VR Agency

The concepts underlying a comprehensive system of personnel development for the public vocational rehabilitation program (25th IRI, 1999) coincide directly with the development of effective succession planning. The public VR program's CSPD initiatives have helped it to position itself to build a

succession planning process that can begin to address the personnel challenges and societal changes that directly affect its mission over the next ten years. Nardoni (1997) states that the three main components of succession planning include the organization's people, its positions, and its development activities and defines succession planning as the "process of developing key organizational people through a process that identifies candidates and tracks their progress and development" (p. 58). VR administrators are attempting to respond to changes already in process and to plan for even more significant transformations that will take place within the next five to ten years with VR's employees, its positions, and its professional development programs.

Nardoni (1997) argues for a type of competency-based succession planning that could be of relevance to VR agencies. He identifies four distinct advantages to a competency-based succession planning system that involves all employees - not just upper administration - in a way that promotes continuous professional development. The relevance of these advantages to VR agencies is apparent:

- Information needed for VR planning and development is a natural product of the planning system.
- The system links development activities to VR operational and strategic objectives.
- The system focuses directly on motivating employees to pursue career tracks within VR.
- The planning system streamlines the task of filling key positions within the organization.

Schall (1997) suggests public agencies like VR may find succession planning more challenging than companies operating in the private sector because the agency's vision and priorities are frequently tied to those of the state or federal administration currently in office. Schall cautions against the tendency on the part of both public and private organizations to engage in change just for the sake of change. Succession planning, if it is to be effective, must prepare the agency for changes in leadership and management—but it must also pay close attention to what is already working within the agency. Practices, policies, and operations that are contributing to the effective delivery of vocational rehabilitation services in ways that meet the expectations of the VR customer must be maintained as administrations and personnel evolve through the agency's succession planning program.

Summary

There are many factors that will influence the efforts of VR organizations as they attempt to develop effective succession plans. There are, and will continue

to be, changes: a) in the perception of people with disabilities, b) in the role of the VR professional, c) in legislation, and d) in relation to partners of the VR system. In order to maintain its leadership position, the VR program must respond to these changes and have strategic plans that will provide for the continual development of staff. The Comprehensive System of Professional Development initiated by the public VR program can be the foundation for an effective succession plan allowing the VR program to meet the needs of all its constituencies.

Chapter 3

Organizational and Strategic Planning for Human Resources

Abstract

Each rehabilitation organization has unique needs based on its vision, mission, customer focus, stakeholders, environmental impacts, and resources, both fiscal and human. As rehabilitation agencies work through a strategic planning process, they define their purpose and goals while assessing a broad array of factors, including those related to human resource development. These factors include agency goals; values (both organizational and individual); current organizational make-up; and the knowledge, skills, and abilities required today and those the organization believes will be required to achieve its goals in the changing environment of the future.

Strategic Planning

This section provides an approach that uses your organizational strategic plan as a foundation to guide discussions and planning related to human resource development. As the organization and future are assessed, critical questions must be answered that will assist in the development of a strategic succession plan that supports your organization's human resource development.

Part of the strategic planning process requires that an organization complete an internal scan and identify where gaps exist. Goals and objectives are then developed, based on the direction the agency wants to take, how current resources can be used most effectively, and where additional resources need to be developed. Following are sets of goals and questions that relate to the overall strategic plan of the organization and others that specifically relate to the strategic development of human resources:

Goal: Everyone at Every Level Has a Clear Understanding of the Organization's Purpose

What are the organizational history, mission, role, and vision? Is there a strategic plan specific to our organization that addresses trends and issues confronting the organization? Does it address succession planning?

Periodically asking these questions can prevent repeating mistakes and provides direction for policy and practice.

Goal: Everyone at Every Level Knows What Is Important to the Organization

What are the organizational values? What do we value in our staff? Do policies and practices reflect these values? What is the organizational culture? Does the strategic plan, and in turn our succession plan, reflect these values?

Goal: Individual Values and the Organization are Linked

Is there a link between organizational and individual values and the organizational culture?

The research is quite clear: an organization's ability to tap the potential of its employees depends on the culture of the organization and aligning the values of the organization with the personal values of employees. Values held by the organization, particularly by its leadership, influence and set the tone for the climate within the organization. Values may be unconscious and not discussed or may be made known and shared. When values are individual, rather than shared, the organization's culture may change whenever leadership changes. Visionary organizations are aware of their values and they consciously use these values to guide decision-making and to build a cohesive corporate culture. Employees will enjoy working and work productively in an organization that encourages them to develop their natural talents and follow their own personal values (Barrett & Associates, 1998).

Goal: As an Organization We Know Our Current Staff and Understand Our Future Workforce Needs

Have we assessed the make-up of the current workforce within the organization? What is the average age of our current staff? What is the rate of turnover? Do we have an estimate of the number of potential retirements we will face over the next year, 5 years, and 10 years? Is the diversity of our workforce reflective of the community we serve?

Given the changing nature of the workforce previously described, does our succession plan address replacement of an aging workforce? Are the considerations of an increasing number of women in the workforce addressed? Will our organizational culture appeal to a workforce that will be increasingly nonwhite and people of color?

All are critical considerations when recruiting and developing the workforce within an organization.

Goal: As an Organization, We Understand the Knowledge, Skills, and Expertise We Have with Current Staff and Where We Need to Be at All Levels

Beyond the subject expertise related to disability information, case management, career planning, and counseling, what other areas need to be assessed? What level of technological expertise does staff currently possess? What level will be required? How well and how long will the current IT/Case Management system meet the organization's needs? Where will the next IT Manager come from or the next Chief Financial Officer? Can we compete for their talent in today's market? Do we recruit or develop from within? Does the succession plan address these needs?

Goal: Our Succession Plan Addresses the Needs for Management Skills and Leadership Abilities at All Levels

Management skills and leadership ability are essential to an organization, and although there is an important distinction between the two, both are crucial to an organization's ability to succeed in a customer-focused environment. A clear understanding of these concepts is essential if the organization is to construct effective plans to develop the talent of its staff members.

Table 1. Management and Leadership Skills	
Management	**Leadership**
Tactical – develop steps that get us to where we want to go	**Strategic** – find opportunities to move forward understanding interests, values, and agendas of people
Organize – deploy resources of staff and budgets to help achieve objectives	**Vision** – identify a direction that reflects values, defines role and purpose of the organization
Systems – develop, monitor, and improve systems to take maximum advantage of resources	**Communication** – effectively communicate interplay of internal values and those of external audiences and how both can be served by the vision
Problem-solver – keep the organization working effectively	**Capacity builder** – help create success through partnerships and alliances with external environment
Direct, support, and develop – assist people in making significant contributions	**Inspire and motivate** – encourage people to move toward the vision

Many positions require using some degree of both management and leadership skills rather than using only one or the other. People in management positions are called on to lead as well as to manage, at times. There are few people, even those at the top of organizations, who can focus solely on visioning and strategic planning without tending to the systems that implement their initiatives.

When a person **manages** well, they use available resources efficiently and effectively to accomplish objectives.

When a person **leads**, they identify where we need to go, help us understand why, develop opportunities for us to move forward, and create the capacity necessary to be successful.

Goal: We Understand the Changing Environment

This goal must be addressed from a local, statewide and national perspective and covers a multitude of issues. *Who do we serve? What are the expectations of those we serve?* Choice and advocacy are key elements of the redefined relationship between vocational rehabilitation organizations and the customers they serve. The role of the Vocational Rehabilitation Counselor has shifted from one of control to

facilitation and resource development. *Given the projected need for new rehabilitation counselors and the shrinking talent pool, where will we recruit the talent we need? Have we assessed the traditional university programs from which we draw? What kind of relationship do we have with our university partners?* Additionally, increasing expectations for effective partnership development with other service-related organizations, the concept of a one-stop service delivery system, and recent legislation, such as the Ticket to Work and Work Incentives Improvement Act, will impact the role of vocational rehabilitation organizations in policy as well as practice. The changes (discussed in Chapter 2) have implications for succession planning in the areas of staff development and recruitment.

The Assessment Process

In the assessment phase, the organization should look at factors believed to influence future human resource needs. A number of tools are available to assist organizations in predicting the environmental factors that project the needed skills and number of employees. These analytical tools include SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats), Force Field Analysis, CPS (Creative Problem Solving), and Scamper (Michalko, 1991).

It is important to include the right mix of staff in the process of examining the information identified in this section. Organizational members are needed who can provide the history, current status, and potential future information, as well as cross-functional and multilevel information. All the best practices for organizing effective meetings need to be addressed: determining what location, time, and date will accommodate the group; arranging for a competent facilitator; and providing the participants with an understanding of what is being asked and what to prepare for the meeting.

Any of the assessment tools mentioned above can provide the necessary information leading to strategic planning. The following example of a SWOT analysis demonstrates the assessment process for an organization.

One of the reasons for choosing a SWOT analysis is that this tool looks at a broad array of information, including both strengths and weaknesses. While an organization needs to identify and work on the weaknesses, often overlooked is the need to expand on and continue to utilize the strengths presented. A SWOT analysis also helps determine potential opportunities and threats that exist in the current and future environment. A SWOT session may take two to four hours to complete and may be accomplished in one meeting or a couple of meetings.

At the assessment meeting, the facilitator will ask the group to consider the following factors:

At the assessment meeting, the facilitator will ask the group to consider the following factors:

What are the **Strengths** of the organization?

- What are current staff strengths? Do we have the information technology technicians and analysts we need?
- What leadership strengths do we currently possess? Who are those people? What are their strengths?
- What do we do best in terms of training? Do we have a good orientation, mentoring or leadership training program?
- Are we currently doing a good job in marketing? How have we done that and what should we keep and strengthen?
- Is our community status strong? How so? What has worked in the past and is working now in practice? Is our current funding and/or budget a strength? How have we managed these issues well?
- What do staff like of our benefits package? What parts of that package seem to attract and keep staff?
- What are other strengths that will influence or affect our ability to hire, maintain, grow, and strengthen our human resources?

What are the **Weaknesses** of the organization?

- How has turnover affected our ability to provide services? What are the factors that are negatively affecting turnover?
- Is our pay rate and benefits package a weakness? What parts of the package are problems?
- What are the projected retirement numbers? Does that percent or number create a negative picture? Are there specific areas of concern? Are we losing leadership at certain levels?
- What is the status of our succession planning? If we are not doing a good job, in what areas do we need the most work? What needs the attention most quickly?
- What does our staff tell us is the weakness of the organization? Our funding agents? Our customers?

What are the **Opportunities** that exist for the organization?

- What local college or university programs are available in recruitment and training needs? Can we tap those resources?
- What local and state training opportunities can we tap?

- What local or state foundations are available? Do we have any connections with those groups?
- Is there opportunity for development or expansion, alone or in partnership? Are there underserved populations that may be considered?
- Is there a group or individuals internal to the organization that should be considered as an opportunity rather than a weakness or a threat? Potential internal leadership opportunities?
- What changes in the laws or procedures can we anticipate to be opportunities?

What are the **Threats** that currently exist and will exist in the future for the organization?

- How will recent or pending funding cuts affect operations? How might those cuts affect retention, training, or other succession issues? How might a current union contract close to being renegotiated affect planning?
- What civil service regulations, current or upcoming, will have an affect on the organization?
- If the local, state, or national economy is in a downturn, what changes might occur due to local layoffs?
- How does the lack of local certified personnel threaten continued success?
- What other factors do staff, funding agents, or customers envision?

Understanding the contextual environment within which the organization is operating will assist in identifying the future knowledge, skills, and abilities required. Although future forecasting is difficult, looking at information about trends and current needs will assist in improving our ability to project future needs.

When the organization has completed the above analysis, the information gathered can be used to develop the goals, objectives, and strategies for the succession plan. For example, if we identified that the local Latino population will increase by 30 percent in the next ten years, how many more Spanish speaking staff will we need? How might we fill these positions if the local community college has a strong Spanish language and culture program? What if they don't? How does the local Spanish speaking community view the organization? What will improve that perception?

Developing a picture of the organization by answering these essential questions is the first step in understanding the strengths we already possess, the

needs to address, and the capability to begin the development of a strategic succession plan to ensure a well-prepared, qualified, and diverse organization.

Chapter 4

Developing a Human Resources Strategic Plan

Abstract

The development of a Human Resources (HR) Strategic Plan is a critical element in assuring effective succession within an organization. This chapter provides a model that builds on the assessment process presented in Chapter Three that recommended internal and external scans and gap analysis.

Plan Development

A human resources strategic plan can be developed with data generated through gap analysis and environmental scans. The planning group could be those who conducted the assessment and/or a new mix of staff. Utilizing cross-functional and multilevel staff will strengthen the plan and communication of the plan to all functions and levels of the organization, thereby, improving the buy-in from membership. Organizations have begun bringing customers, funding agents, and other partners into the process.

Any good strategic planning tool can be used at this point. There are tools that incorporate path analysis and a variety of more typical tools, such as management by objectives (MBO). Regardless of the tool selected, the HR Strategic Plan should include goals, objectives, and strategies for addressing the areas identified in the previous scans and SWOT analysis. The plan should also identify who will be responsible for the strategies, when they will be implemented, and how the organization will evaluate the outcomes.

Goals

Clearly stating the organizational goals and objectives provides a bench mark for planning, allowing all proposed actions and related strategies to be evaluated in terms of moving the organization closer to the long-range goals and objectives. Goals can be as broadly stated as:

- *To ensure sufficient skilled staff to meet the organization's Information Technology needs for the next ten years.*

- *To improve leadership positions in developing the organization's rehabilitation efforts by enhancing legislative planning.*
- *To increase the ability to serve individuals with most significant disabilities by improving the quantity and quality of supported employment staff.*

Objectives

Objectives should be stated so they are clearly measurable. The ability to measure an objective ensures that an organization will be able to determine if goals and objectives are being met. Objectives must be clearly related to a goal and there may be multiple objectives for each goal. The following example develops objectives, strategies, who is responsible, when, and evaluation criteria for the goal: *To ensure sufficient skilled staff to meet the organization's Information Technology needs for the next ten years.*

Objectives developed for the goal *to ensure sufficient skilled staff to meet the organization's Information Technology needs for the next ten years* might be:

- Existing and additional IT staff will receive a minimum of 40 hours of organization-sponsored training on the most current releases of our application software.
- Hire or develop an additional 10 IT staff in the next 5 years, 2 additional staff each year.

OBJECTIVE	STRATEGY	WHO	WHEN	EVALUATION CRITERIA
Existing and additional IT staff will receive a minimum of 40 hours of organization-sponsored training on the most current releases of our application software.				
Hire or develop an additional 10 IT staff in the next five years, 2 additional staff each year.				

Strategies

In the Strategic planning process, the organization must decide which of a myriad of action steps to take. Each option should be evaluated in terms of the overall goals and objectives and how the strategy will bring the organization closer to its goals. How feasible is the strategy? What level of resources, such as staff, time, and money, will be required? Is this a short or a long-term strategy? Who will be responsible for the implementation and how long will it take? How will we evaluate the strategy? How often will we evaluate the plan?

A strategy developed for the objective *existing and additional IT staff will receive a minimum of 40 hours of organization-sponsored training on the most current releases of our application software* might be:

- Contract with Oracle Corporation to provide training on all updated releases of application software.

A strategy developed for the objective *hire or develop an additional 10 IT staff in the next 5 years, 2 additional staff each year* might be:

- Implement internship programs with state colleges/universities and proprietary schools that support the recruitment of IT staff.

OBJECTIVE	**STRATEGY**	WHO	WHEN	EVALUATION CRITERIA
Existing and additional IT staff will receive a minimum of 40 hours of organization-sponsored training on the most current releases of our application software.	**Contract with Oracle Corporation to provide training on all updated releases of application software.**			
Hire or develop an additional 10 IT staff in the next five years, 2 additional staff each year.	**Implement internship programs with state colleges/universities and proprietary schools that support the recruitment of IT staff.**			

Who

Who refers to an individual or a team of people responsible for carrying out the strategy and achieving the objective.

Who is responsible for the strategy *contract with Oracle Corporation to provide training on all updated releases of application software* might be:

- Training Department Director

Who is responsible for the strategy *implement internship programs with state colleges/universities and proprietary schools that support the recruitment of IT staff* might be:

- Training Department

OBJECTIVE	STRATEGY	**WHO**	WHEN	EVALUATION CRITERIA
Existing and additional IT staff will receive a minimum of 40 hours of organization-sponsored training on the most current releases of our application software.	Contract with Oracle Corporation to provide training on all updated releases of application software.	**Training Department Director**		
Hire or develop an additional 10 IT staff in the next five years, 2 additional staff each year.	Implement internship programs with state colleges/universities and proprietary schools that support the recruitment of IT staff.	**Training Department**		

When

When typically refers to the date the organization plans to accomplish the objective. It can be as simple as a projected date, a series of dates, or within each a set of continuing time frames.

The date set for the strategy *contract with Oracle Corporation to provide training on all updated releases of application software* might be:

- By December 15, 2002

The date set for the strategy *implement internship programs with state colleges/universities and proprietary schools that support the recruitment of IT staff* might be:

- By March 30, 2003

OBJECTIVE	STRATEGY	WHO	**WHEN**	EVALUATION CRITERIA
Existing and additional IT staff will receive a minimum of 40 hours of organization-sponsored training on the most current releases of our application software.	Contract with Oracle Corporation to provide training on all updated releases of application software.	Training Department Director	**By December 15, 2002**	
Hire or develop an additional 10 IT staff in the next five years, 2 additional staff each year.	Implement internship programs with state colleges/universities and proprietary schools that support the recruitment of IT staff.	Training Department	**By March 30, 2003**	

Evaluation

The Evaluation objectively assesses if the planned strategies resulted in meeting the plan's objectives.

Evaluation criteria developed for the goal *to ensure sufficient skilled staff to meet the organization's Information Technology needs for the next ten years* might be:

- HR staff will review IT staff files in October of each year, beginning in 2002, to verify outcomes and prepare a report for the HR Strategic Planning Committee by November 1 of the same year.
- HR Strategic Planning team will review hiring and current employment records by October 1 of each year.

OBJECTIVE	STRATEGY	WHO	WHEN	**EVALUATION CRITERIA**
Existing and additional IT staff will receive a minimum of 40 hours of organization-sponsored training on the most current releases of our application software.	Contract with Oracle Corporation to provide training on all updated releases of application software.	Training Department Director	By December 15, 2002	**HR staff will review IT staff files in October of each year, beginning in 2002, to verify outcomes and prepare a report for the HR Strategic Planning Committee by November 1 of the same year.**
Hire or develop an additional 10 IT staff in the next five years, 2 additional staff each year.	Implement internship programs with state colleges/universities and proprietary schools that support the recruitment of IT staff.	Training Department	By March 30, 2003	**HR Strategic Planning team will review hiring and current employment records by October 1 of each year.**

Succession Plan

The succession plan needs to be reviewed, evaluated, and updated on a regular basis. Multiple levels of evaluation can be applied. At a minimum consider:

- Are the goals still appropriate in meeting the succession needs of the organization?
- Are the objectives appropriate in light of the environmental issues and overall needs of the organization and its customers?
- Are the strategies working? Do we need to change or adjust how we achieve our goals?
- Is the work being done? Did those we assigned get it done? Are they being rewarded? Do they need assistance? Are there barriers not considered when developing the objectives or strategies?
- Are the objectives being met on time?
- Is the evaluation process and criteria providing the information we need? Are we using the data to help us in continually improving our processes, services, and outcomes?

Summary

This chapter presented a step-by-step process of developing a human resource strategic plan. The HR strategic plan, an off-shoot of the organization's overall strategic plan, is developed from an assessment and gap analysis process (for this

document, the SWOT analysis was used) focusing on the human resource capacities and needs of the organization. The HR strategic plan is a critical element in assuring effective succession within an organization. The following chapter will discuss the capacities that need to be developed within the organization to address the human resource needs of current and future staff.

Chapter 5

Building Organizational Capacities Through Current and Future Staff

Abstract

The succession plan describes how you want to build the capacity within the organization for the future. Current employees offer a wealth of potential for filling the key needs identified in the succession plan. This chapter will focus on ways in which the organization's needs may be met by providing opportunities for employees to develop the needed skills. Some capacity will occur through the recruitment of new employees, so it is critical to have targeted and effective recruitment strategies in place. Additionally, the skills, culture, and experience of all staff within the organization should be examined to determine if they reflect the customer base of the organization.

Agency Practices to Promote Succession

Organizations will need to develop specific approaches and actions for recruiting and developing management and leadership. Additional degrees such as Master of Public Administration or Master of Business Administration increase the knowledge and skill base of current managers and leaders and may be required for new hires. Linkages and participation in other state and national groups should be developed, such as CSAVR and the Institutes on Rehabilitation Issues. Consideration should be given to experiences outside daily job tasks, such as chairing special committees or other special assignments. Organizations should consider both internal and external strategies when developing management and leadership. Additional examples of strategies VR agencies are using are noted in Chapter 7.

Internal Strategies for Capacity Building Available to Rehabilitation Agencies

A review of successful rehabilitation agency practices can provide examples and contacts for implementing your organization's succession planning.

Employee Development Program. In Missouri, the agency's Capacity Building Team a) reviews the agency's training needs and priorities for all staff, b) formulates and recommends a system of mentoring, c) develops strategies for incorporating the agency's mission and values across all levels of agency programs, and d) develops the system for recognizing and rewarding "mission champions." Team members come from all levels within the agency and have varying degrees of experience, with the diversity of the team ensuring a heterogeneous influence on implementation of the plan.

Employee Mentoring. Mentoring is an age-old concept that pairs an experienced staff person with a newer member of the organization. A mentor works closely with the less experienced staff member to help them understand the inner workings of the organization, develop networks and a career path and to assist in crisis situations, counsel, and teach. This is a popular method because it provides a long-term relationship within the context of the organization and usually benefits both the mentor and mentored. Mentoring can be done informally, but the best outcomes come from organized, structured programs that are evaluated against the organization's goals and objectives.

The state of Washington has developed an innovative mentoring program that pairs experienced staff with individuals who are eager to learn. Participation is voluntary and a plan of mentoring is developed for each team. Group meetings between mentoring teams are also conducted. Early evaluations of the program indicate that it is very popular, and all participants find it to be an excellent learning experience.

Master Staff. Similar to mentoring, the idea of master staff is also not new. The benefits of providing new or emerging leadership with access to professionals who have proven abilities and skills is conceptualized in apprenticeship programs, practicums, and student teaching programs in educational situations. Learning by the side of a master or having the master provide feedback and ideas to the newer staff can be invaluable. This process also provides continuity to the traditions, written and unwritten rules, and culture of the organization. As with mentoring, a structured program will provide outcomes that can be evaluated against the organization's goals and objectives.

Career Mobility Programs. Career mobility programs allow individuals who are interested in developing additional skills or experimenting with different responsibilities within the organization to take alternate positions for time-limited periods. Normally the individual's position is protected during this one-to-two year change of employment and they are assured of returning to that position at the conclusion of the mobility assignment. This is a win-win situation because the organization has an opportunity to view the individual's skills and abilities while performing different duties and the individual gets a chance to try new job responsibilities.

The state of Utah Rehabilitation Program offers "Career Mobility Assignments" for many new positions or existing administrative positions. An employee can apply for a challenging, specialized position, most often at an increase in pay and responsibility, and serve in that position on a time-limited basis, i.e., usually one to two years. Employees are assured that the position being vacated will be held for them until the conclusion of the mobility assignment. The employee's regular position is then filled with a time-limited new employee. The employee benefits by being able to try new and more challenging assignments, and the agency benefits by being able to consider the individual's leadership potential without a permanent commitment. Also, the agency has a built-in a trial work period for the new employee who has entered the agency on a time-limited basis.

Variations on these approaches are possible. Sullivan (1998) recommended project rotation as an alternative to the traditional job rotation since managers are often reluctant to let high performing individuals participate in full-job rotations. Part-time rotations are another option. Sullivan provided the example of an individual who spent four days at the regular job and Fridays on the rotation job.

Internships. Internship is another well-developed, useful strategy to develop professional skills and interests. Emerging leaders work in the organization at various levels and in various skill positions. This process can provide invaluable insight for both the interns and those in a position to evaluate their performance as potential management and leadership personnel.

Externships. This process permits the same group of potential leaders to learn and share with those they connect with in the external organization. In vocational education, for example, teachers spend the summer in businesses where their students may go to work. The teachers learn the skills they need to teach their students who will then be well-prepared to work in the businesses. The potential to learn new skills, develop new networks, and exchange ideas from such a program is enormous.

Leadership Institutes. Many organizations around the country have begun to hold local or state-level training institutes to develop the skills of potential leaders. These formal programs allow emerging leaders to learn from others what the roles and responsibilities of leadership may entail and can provide participants with new networks and connections with leaders in their field. These institutes can help participants explore strategies for positive change and organizational development. They can also assist potential leaders in determining if they have the necessary interest and motivation to become a leader. There are a number of examples across the country of existing leadership institutes. These resources are listed in Appendix A.

In-service Training. Perhaps the most obvious, but often-overlooked strategy is to use in-service training to develop management and leadership. Using formal structures for training such as CSPD or other programs, the organization can plan to use these opportunities to develop interest and skills in management and leadership topics. Formal in-service training plans can be developed to identify the concepts, knowledge, skills, and philosophy of the organization. Expectations for management and leadership may also be included.

Acceleration Pools. This practice identifies potential leadership and management and provides the whole "pool" with advanced training, coaching, and mentoring as they progress in their employment with the organization. Joining the pool may be accomplished by the individuals themselves or by management. Some external or internal assessment may be completed to determine if the candidate has the skills and interests needed. The participants are usually assigned a mentor to aid in their development and to provide feedback to the individual and the organization.

Career Ladders. Each organization should look at how people most often work their way up the career ladder within the organization. How does that rise generally occur? Does the pattern fit the needs of the present and future organization? Does the pattern allow for more diversity as the demographics change? Is it clear to employees how that path works? Are all potential managers and leaders able to access the current system? Is the existing career ladder an incentive or disincentive to improving an individual's knowledge, skills, and abilities in continuing a career in the organization?

External Strategies for Capacity Building Available to Rehabilitation Agencies

In addition to the tools and strategies an organization uses internally to develop management and leadership skills, there are external resources that can be used as well. Training programs within the field of rehabilitation offer some of those resources. For example, the University of Oklahoma offers a national

rehabilitation leadership development program for executive level managers in state vocational rehabilitation agencies. A number of regional Rehabilitation Continuing Education Programs (RCEPs) offer leadership, management, or administration programs for staff of state or community rehabilitation programs. There are also capacity-building programs available specifically for Native American Rehabilitation programs.

The Federal Outplacement Program is an example of an external career mobility program. This program matches potential employees or leaders in internships in the federal system. In addition, some programs allow individuals employed by the State VR agency to become employed in related or sister organizations such as mental health, special education, or higher education while guaranteeing reinstatement rights to their previous employment. Agencies see the benefit of employees gaining a greater understanding of programs and policies used in other agencies and employees are able to gain additional knowledge and skills that benefit both the agency and the individuals it serves. Many programs guarantee employee reinstatement rights to previously held positions while pursuing a work experience outside the employing agency.

There is also a variety of management and related training resources available to state agencies through their state's human resource programs. Some state vocational rehabilitation agencies have found value in Certified Public Management courses offered to all state agencies as part of an overall development program.

Marketing and Recruitment Strategies

Successful recruitment is based on the development of a number of methods or "tools," such as brochures, flyers, program promotional videos, business cards, information request forms, and web pages. Presentation is everything, so agencies' budgets should have sufficient funds to ensure high quality promotional products. Similarly, agencies may want to use their most dynamic speakers and develop a generic outline for persons who make public presentations. Individuals with disabilities, parents, and staff within community-based organizations can be utilized as "ambassadors" to promote the organization and available services.

Rehabilitation agencies recruit from three major sources: University programs specific to the recruitment need (graduate programs in rehabilitation), university programs related to the recruitment need (graduate programs in psychology or counseling), and employed individuals who want to change careers. This last group will be referred to as a non-traditional recruitment resource. Additionally, professional organizations such as NRA and NRCA can be a

valuable source for qualified rehabilitation professionals. Community rehabilitation providers, disability associations, and parent organizations may also assist in marketing and recruitment efforts.

University Partnerships

Developing and maintaining long-term partnerships with university programs should be an important goal in the development of an agency's comprehensive recruitment plan. As the U.S. Office of Personnel Management (OPM) [2000] noted, partnering is a preliminary step in the recruitment process ahead of the actual recruitment schedule (p. 5). Numerous strategies have been devised (OPM, 2000) in recruiting from university programs (both specific and related degree programs), and agencies can utilize the many activities and tools identified for use by universities in recruiting students. These include:

- **Career fairs**. Almost all university programs have career fairs. Participating in these fairs allows rehabilitation agencies to address an immediate need while supporting a long-range strategy to increase awareness of rehabilitation as a field with a variety of employment opportunities (e.g., rehabilitation counselors, interpreters, job coaches, rehabilitation teachers, orientation and mobility instructors).

- **Presentations to university classes**. Many universities have career classes. By identifying these courses and volunteering with the instructor to speak to classes, VR agencies can establish a long-term presence on campus. If graduate rehabilitation counseling programs are available, agencies can a) invite new graduate students to the VR office for a tour, b) speak to the introductory class about being a rehabilitation counselor in the state agency and highlight practicum and internship opportunities, c) arrange for local and student rehabilitation organizations to have joint meetings twice a year, d) present a panel discussion on working for the state agency at a meeting of the student rehabilitation organization, e) participate in cross-disciplinary professional activities, f) use campus and local media to report personal achievements, and g) encourage consumers to articulate positive experiences with VR. An important point to keep in mind is the on-going relationship with the program and students. Students are always exploring practicum and internship opportunities; waiting until the students are near the end of their programs is often too late, since many will have already selected their internship sites.

  If the state does not have a rehabilitation counseling program, there are a number of related degrees available on most campuses that may represent a potential pool of applicants who can then receive rehabilitation-specific

potential pool of applicants who can then receive rehabilitation-specific training through the agency's CSPD efforts. Common programs include Counseling and Psychology. Students in these majors are interested in working with people and may have some education related to disability issues. These programs typically have classes in which guest speakers are used. Talking with the program director can help the agency identify the most appropriate classes for providing guest lectures and talking to students about careers in the field of rehabilitation. University faculty and staff should also be encouraged to consider externships with state VR agencies and organizations to gain a working knowledge of day-to-day operations.

- **Presence on university rehabilitation counseling program advisory boards**. Serving on rehabilitation counseling advisory boards should be promoted within the agency. Such service not only maintains the agency presence, it provides greater opportunity for input into the curriculum. Some advisory boards use part of their meeting time to meet privately with students, which not only facilitates getting to know the students but also provides the opportunity to identify those students the agency would most like to recruit.

- **Participation with student rehabilitation organizations and/or rehabilitation program alumni associations**. Student rehabilitation associations are always seeking guest speakers and involvement in disability-related activities within the community. Many alumni associations assist in student recruitment and interact with current students through shared events. Any activity that keeps the agency's presence before students increases the agency's visibility.

- **Student supports**. One means of maintaining a high profile with university programs, particularly rehabilitation counseling programs, is to assist students with student projects and to serve as an informal mentor of programs. Assisting with student projects may include allowing a rehabilitation student to work with an individual with a disability (with that person's permission) to a) secure a job (for the job placement course), b) administer assessment instruments (assessment class), or c) interview to better understand disability issues (psychosocial aspects of disability class). Having rehabilitation counselors serve as informal mentors for students currently enrolled in graduate rehabilitation counseling programs is an excellent means of recruiting those students for the state agency. Rehabilitation counselors employed by the state agency are often the best recruiters of new rehabilitation counselors.

- **Student internships**. Student internships provide a unique source of qualified, trained applicants. Expected competencies resulting from field training experiences include rehabilitation planning and case management; community resource utilization; vocational and career counseling; interpretation of medical, vocational, social, and educational information; and professional development, along with participation in professional rehabilitation organizations. Students are generally expected to spend a great deal of time in direct client contact, which allows them the opportunity to examine and put into practice the skills they have learned in class. Collaboration is extremely important between the university rehabilitation programs and state agencies. These two entities, working together, can develop a competent pool of applicants who meet the recruitment needs of the rehabilitation agency.

There are a number of systems in place to assist agencies, including those agencies that do not have a Rehabilitation Counseling Program within the state. For example, the National Clearinghouse on Rehabilitation Training Materials website includes the Rehabilitation Recruitment Center http://www.nchrtm.okstate.edu/rrc/index.html. Agencies can maintain a continuous presence on the Center site and attract rehabilitation counseling graduate students who are seeking out-of-state internships or jobs. When rehabilitation counselors or students are moving to another state, this is one of the first places they look. Also, each agency website should include a link to information for individuals who may be interested in working for the agency, as well as a link to a state on-line application, if one is available. The Department of Veterans Affairs Vocational Rehabilitation and Employment Division maintains an example of such a link. Their link, "Working for VA Vocational Rehabilitation" http://www.vba.va.gov/bln/vre/vreindex.html, includes information on a number of positions, salaries, and a link to "Applying for Federal Jobs."

The importance of systematic follow-up to university activities should not be underestimated. Agency personnel should enhance most of the recruitment activities with telephone, email, or mail follow-up.

Rehabilitation counseling programs are facing many of the issues experienced by the public VR program. Large numbers of faculty will be retiring, the number of doctoral students preparing to become future rehabilitation educators is limited, and recruiting and retaining a diverse student population at all levels (undergraduate, master's, and doctoral) is an ongoing challenge. To fully address the needs of the VR Program relative to recruitment, one must look at the larger picture. When qualified faculty retire and are not replaced at the university level, the number of students who can be admitted to the program declines. This, of course, limits the applicant pool available to state VR Programs. Marvel, Vogt,

and Crimando (1998) projected 65 full-time job openings between 1998-2003 in rehabilitation education programs. This number far exceeds the number of individuals obtaining doctoral degrees each year. Therefore, the career ladder needs to include rehabilitation education.

Assisting university rehabilitation counseling programs in their recruitment efforts is one of many ways in which the VR program ultimately benefits. Rehabilitation counseling programs face numerous challenges in recruiting students, especially students from traditionally underrepresented groups. As Wilson, Rollins, and Doughty (2000) noted, "there are few racial/ethnic minority applicants seeking admission to rehabilitation education programs at some universities" (p. 387). Among the strategies recommended by Wilson et al. include a) targeting not only community colleges, but high schools, b) increasing the visibility of rehabilitation counseling and marketing it as a profession, and c) using culturally diverse role models to assist in recruitment efforts. Additionally, organizations should consider recruiting students from historically black colleges and universities.

Cultural Diversity and Cultural Competency

As identified in previous chapters, the world of work is changing rapidly. Vocational rehabilitation organizations need to be very proactive in the development of recruitment plans that will attract an appropriate workforce. This workforce must possess the necessary education and experience and also reflect the cultural values of the communities it serves.

Even if organizations factor affirmative action issues into their recruitment strategies, they may neglect to fully plan for their long-term cultural competency needs. In the 21st century "nearly one out of two Americans will be members of what today is considered to be a minority group."(Futurework, 2001). With such a uniquely complex, multiracial, multiethnic, culturally diverse society, service-based organizations will have to stretch to provide the services necessary to meet the diverse needs of the customer. It will be vitally important for vocational rehabilitation organizations to recruit and retain employees who reflect the cultural makeup of their community and who are culturally competent.

What is cultural competency? It is "a set of congruent behaviors, attitudes, beliefs and values that . . . enable [people] to work effectively in cross-cultural situations"(Futurework, 2001). Cultural competency is an important facet of any organization that successfully meets the service needs of a diverse set of consumers. Thus, recruitment planners need to consider how to attract people of color, people with disabilities, and other ethnically or culturally diverse employees.

In order to attract and retain employees from diverse backgrounds, the vocational rehabilitation organization must be able to articulate the organization's commitment as one that "values diversity and emphasizes that value in its mission, policy, principles, procedures, and practices. It is critical that the organizational leaders demonstrate a commitment to this value in theory and practices which guide the agency activity" (Disability, Diversity & Dissemination, 1999).

While affirmative action may result in equalizing employment opportunities for members of underrepresented groups, cultural diversity initiatives are directed toward teaching everyone to work together more effectively. Additionally, cultural diversity focuses on retention rather than recruitment. Rehabilitation organizations that have not established cultural diversity at all levels within their organization's structure may first need to do some affirmative action work. Therefore, organizations may be actively involved in carrying out both approaches, or any number of other approaches or strategies, in seeking to attain a qualified and skilled workforce (Middleton, 1996).

The beliefs and values of administrators and leaders of vocational rehabilitation organizations greatly affect the direction and climate of their particular group. Policies may be in place regarding cultural diversity initiatives, but change toward inclusion of everyone will not occur without action. Previous research suggests that rehabilitation personnel are not immune to the same biases and misunderstandings held by members of the general public (Atkins, 1998; Braddock & McPartland, 1987; Shafer & Choppa, 1993).

Vocational rehabilitation organizations are encouraged to examine their own policies and practices and determine whether they are culturally inclusive.

The Importance of Diversity

To ensure a diverse, qualified workforce of individuals who have the skills needed by the agency, some agencies will have to continue hiring individuals who may not meet the CSPD requirement. Specific strategies have been identified to target culturally diverse individuals. Some examples provided by OPM (2000) include:

- College placement centers (particularly at historically black colleges and universities).
- Minority student associations.
- College organizations of students with disabilities.
- Minority organizations.

Additional recruitment strategies identified by Multicultural Advantage (1999 - 2000) include:

- Emphasize competence-based credentials rather than past experience.
- Encourage the placement of interns and co-op students who are members of diverse groups.
- Establish formal relationships with schools that have great diversity in their student body. This measure will ensure the agency is always cultivating talent for its future talent pool.
- Ensure that all levels of management have received diversity training so they will be in a position to give a fair evaluation during the hiring process.
- Cultivate organization partnerships with groups that cater to the needs and interests of people of color and people with disabilities.
- When using an interview panel, ensure that it is culturally diverse to minimize potential bias.
- Ensure qualifications established for a given position are those needed to do the job and are not based on historical assumptions.
- Understand the agency's beliefs and attitudes about the positions being filled and the populations being targeted. Be aware of how this could affect the way job descriptions are written as well as how the screening and interviews are conducted.
- Incorporate non-traditional networking channels to produce a diverse applicant pool. A strong, diverse, informal network is a critical part of any successful diversity recruitment effort.
- Encourage seniors, people of color, women, and people with disabilities in the organization to assist in providing names of possible recruits.

The personal beliefs and values of an individual can have a major effect on how well that individual "fits" into an organization. It is important to learn the basic knowledge and beliefs about rehabilitation professionals with respect to cultural diversity and affirmative action (Middleton, 1991, 1992, Middleton, Clayton, & Connell, 1992). This information could be used to develop training programs that are sensitive to cultural differences. As a result, resistance to strategies adopted by the VR organization may be reduced.

Affirmative Action is not inclusive of all people and by law focuses on targeted minority groups with an orientation toward mandated compliance (Graves, 1990). Cultural diversity, however, includes all people who comprise the organization. The major differences between Affirmative Action and Cultural Diversity may be viewed in Table 2.

Table 2. Differences Between Affirmative Action and Cultural Diversity

Affirmative Action	Cultural Diversity
Government initiated	Employer initiated
Legally driven	Effectiveness driven
Problem focused	Opportunity focused
Quantitative	Qualitative
Assumes assimilation	Assumes pluralism
Reactive	Proactive
Focus on employment and program neutrality	Focus on work/program/environment and skills
Recruitment oriented	Retention oriented

Table adapted from "Cultural Diversity: Knowledge, Sensitivity, and Beliefs of Vocational Rehabilitation Professionals in One State Agency (Middleton, 1996).

Non-traditional Recruitment Sources

Among all the possible recruitment resources available, there is one group of individuals that VR agencies have not actively recruited. Older and/or retired workers may be a consideration for some agencies. Communicating with professional societies and senior centers, advertising in local senior magazines, and maintaining a list of recent retirees are some means by which agencies may tap into a pool of individuals who have the necessary qualifications (Workforce, 2001). Individuals over 50 who are interested in second or third careers are a source of potential employees who bring unique dimensions to an organization. According to the Administration on Aging (2001), "many older adults believe that the higher level of education they possess will allow them to continue making unique contributions to society." A recent Harris poll (*Career Planning-Second Careers After 50*) [2001], showed that 70 percent of pre-retirees hoped to work after retirement. Life expectancy rates and advances in health and fitness, plus cost of living issues, make part-time employment an option for many retirees.

Individuals generally retain the capacity to learn new activities throughout their life span. Studies on intelligence and productivity indicate that *neither intelligence nor productivity necessarily diminishes as we age.* Thus the choice of an experienced worker to remain in the workforce and potentially change careers is an opportunity employers can utilize to strengthen the organization's workforce.

The implications for VR agencies are many. Older workers with college degrees could potentially contribute to the organization work in paraprofessional case management roles, program management, and the VR role when coupled with rehabilitation counseling training or continuing education. The mature worker's experience in other fields brings a diversity of backgrounds and disciplines that enriches the services provided by the organization. Given the increase in the number of baby boomers who are entering the labor market for second or third careers, the potential for successfully recruiting highly trained and talented workers is high if an organization considers the options of using these workers in a flexible and non-traditional fashion. At a minimum, agencies should be sensitive to the unique contribution of available community resources.

As the issue of personnel needs continues to confront VR agencies, it will be this type of creative thinking that will allow them to secure the necessary human resources. It will be equally important for the organization to develop unique strategies to grow and develop those individuals who possess the skills needed to manage and lead the organization.

Chapter 6

Building the Capacity of Individuals: Having the Right Person in the Right Place at the Right Time

Abstract

Creating a workplace that attracts talented employees and sustains their productivity and loyalty depends as much on the organizational environment as on the individual. Having the right person in the right place at the right time requires that an organization and its employees have shared values and meaningful, timely communication. This chapter provides an overview of issues in retaining employees, discusses the elements and context for the Individual Development Plans (IDPs), examines the roles and responsibilities of supervisors and the organization's leadership team, and provides effective practices in meeting the needs of diverse employees.

"Succession planning as a process is holistic in nature. It embraces career development skills building and life management planning for individuals while at the same time linking into the employer's overall business planning practices" (Stevens, 2000).

What Can and Should an Organization Do to Retain and Cultivate Employees?

Employee turnover can be viewed as an indicator of workforce stability, job satisfaction, and the adequacy of [retention] programs and incentives (Texas Comptroller of Public Accounts, 2000). Turnover is expensive. Turnover costs, ranging from 25 to nearly 200 percent of an individual's annual salary, have been reported (Branham, 2000). In addition, there are costs of processing the termination, advertising, interviewing applicants, orientation and training, and lost production time while new employees learn their responsibilities. Some costs associated with turnover are more difficult to measure (e.g., interruptions in service delivery and/or loss of continuity of service, morale issues of remaining employees, as well as the loss of experience and "agency memory") (Branham, 2000). The most expensive and disruptive turnover losses occur when long-term employees leave, taking with them their training, skills, experience,

productivity, and some of the social cohesiveness for which many employees come to work (Bavendam Research Inc., 1999). (See Appendix B for Internet sites that provide on-line calculation of turnover costs.)

Given these costs, it is easy to understand why retention is a significant concern of employers and needs to be an essential element of the organization's succession plan. Conversely, determining which of the organization's practices and policies regarding work demands and staffing, employee development and training, and employee compensation and reward motivate an employee to remain is equally important.

Following are a number of tools and strategies an organization can use internally to develop, sustain, and retain qualified employees.

Individual Values that Promote Engagement

Succession planning requires an organization to retain its workforce. Retention reflects satisfied, engaged employees who are highly committed to an organization. Gallup (Coffman, 2001) identified 12 key employee expectations, which when met contribute to strong feelings of engagement. These, in turn, were linked to improved business outcomes. These questions can be rated on a scale from one to five to assess the degree to which an organization's employees are engaged:

1. Do you know what is expected of you at work?
2. Do you have the materials and equipment you need to do your work right?
3. At work, do you have the opportunity to do what you do best every day?
4. In the last seven days, have you received recognition or praise for doing good work?
5. Does your supervisor, or someone at work, care about you as a person?
6. Is there someone at work who encourages your development?
7. At work, do your opinions seem to count?
8. Does the mission/purpose of your company make you feel your job is important?
9. Are your associates … [colleagues] committed to doing quality work?
10. Do you have a best friend at work?
11. In the last six months, has someone at work talked to you about your progress?
12. In the last year, have you had opportunities at work to learn and grow?

These questions complement the findings of the American Management Association (2001) survey of 25,000 employees and supervisors in a wide spectrum of jobs. Table 3 indicates the elements of employment considered to be significant for this survey and the differences in rankings of importance by supervisors and employees.

Table 3. The Importance of Various Elements of Employment

Rank of Importance by Supervisors	Elements of Employment	Rank of Importance by Employees
8	Appreciation for good work	2
10	Feeling "IN" on things	1
9	Help with personal problems	3
2	Job security	9
1	Good wages	10
5	W k that keeps you interested	4
3	Poss lities for promotion	8
4	Good working conditions	6
7	Tactful discipline	5
6	Personal loyalty to workers	7

Source: American Management Association, 2001)

Organizational culture surveys conducted over the past decade indicate employees often value a sense of belonging and the feeling they have a place in the organization more than their compensation packages. In addition to feeling like a vital part of the team, they want opportunities to contribute, to develop their skills, and to receive regular feedback (Wyess, 2000). Visionary organizations will prosper in the next century by creating an organizational culture that values its employees' contributions.

In considering the challenges associated with retention, Branham (2000) presents the following "truths about employee turnover:"

1. Achieving zero percent turnover is neither realistic nor desirable; if everyone stayed, the organization would not benefit from the innovative approaches of new employees and salary expenses would escalate as individuals achieved the top of their pay ranges.
2. When employees receive comparable compensation to what others make in similar work and in similar positions and are doing "interesting and meaningful work" in appropriate working conditions in an organization with "good management practices," the opportunity to make more money is not generally enough of a factor for the individual to make a job change. (Although money does not appear to be the differentiating factor between keeping or losing a talented employee, in today's competitive marketplace, compensation to attract and retain the talent desired, coupled with the educational requirements outlined under CSPD, should be commensurate with comparable social service occupations. See Appendix C illustrating the need for development of sound compensation strategies and processes for ongoing review of such strategies in order for rehabilitation organizations to be competitive (U.S. Department of Labor, Bureau of Labor Statistics National Occupational Employment and Wage Estimates, 1999).
3. The quality of an employee's relationship with their supervisor (or other management) is a significant element (perhaps as high as 50 percent) of job satisfaction.
4. Decreased turnover is a direct result of the level of commitment of an organization and its leadership.

Employee "fit" is an important variable in retention. Fit has been defined as "having a positive orientation to the nature of the work to be performed, the characteristics of the work environment, and the other demands and conditions of the work opportunity" (Moskowitz, 1999). When there is a good fit between organizational values/culture and the individual's values, retention is increased because individuals are satisfied and plan to remain with the organization (O'Reilly, Chatman, & Caldwell, 1991). Job dissatisfaction, higher levels of job-related stress, and plans to leave the organization are associated with a poor fit between organizational and individual values (Lovelace & Rosen, 1996). Because an individual's personal beliefs and values can have a major effect on how well that individual fits into an organization, it is important for agencies to promote the fit by ensuring that their policies and practices address employee values.

When organizations increase their commitment and dedication to retention, they receive employee commitment, dedication, and hard work (Lynch, Eisenberger, & Armeli, 1999). Berg, Appelbaum, and Kalleberg (1999) indicate that "high commitment workplaces are characterized by a mutual commitment by employers and employees to the organization by creating an environment of open communication, challenging and rewarding jobs, safe working conditions, adequate resources, satisfactory benefits, and a high degree of trust."

Implementing a Visionary Employee Development Program

The VR agency's attitude toward its employees is the foundation of a succession plan. Forest (1999) identified five principles necessary to reflect a valuing attitude. The first is respecting employees and their contributions to the organization, which includes letting employees know that they are appreciated, valued, and trusted. The second principle is competence. To have competent people the organization must help develop its employees.

> *Employees who participate in their own growth and development plans are going to stick around because they know their company wants more for them.*

The third principle is responsibility. The organization not only encourages innovation and creativity it helps people want to grow and become more competent and responsible.

> *The manager teaches the employees what they are good at, what else they need to know, and how to get it.*

The fourth principle focuses on the relationship between the supervisor and employee. Because this relationship is critical to an employee's success and satisfaction, it has a direct bearing on retention.

> *The supervisor represents the personal experience of the corporation for employees and, therefore, reflects, for better or worse, its underlying attitudes toward them.*

The final principle is success, which results in retention.

Two of these five principles relate directly to the agency's human resource/employee development program: individual competency and agency responsibility.

Lynch, Eisenberger, and Armeli (1999), offer concrete actions that reflect a valuing attitude by an organization:

- Provide sufficient pay, benefits, rewards.
- Adopt family-oriented policies.
- Promote quality supervisory relationships.
- Provide development and training opportunities.
- Provide career ladders through promotions.
- Adopt clearly stated guidelines on work behavior and job demands.
- Promote employee participation in goal-setting.
- Provide performance feedback to employees.
- Facilitate systems for supportive communication with supervisors and management.
- Use procedural justice related to performance-appraisal decisions.
- Use objective measures of performance.

Individual Development Plans

The organization's goals, identified in the strategic plan, are implemented through the formal or informal plans of individuals. An important component of a succession plan, which is part of the organization's strategic plan, is an employee development program that includes individual employee development plans. The purpose of an employee development program is to meet the organization's future workforce needs and retain satisfied, engaged employees who are highly committed to an organization.

Individual Development Plans (IDPs), also known as Employee Development Plans or Individual Employee Development Plans, are an essential element in the implementation of an organization's succession plan and are used by many organizations to operationalize the principles related to individual competence and agency responsibility. As an organization, rehabilitation programs are very familiar with the development of individual plans to achieve career goals for individuals with disabilities. Such plans have been integral to the success of rehabilitation for the past 80 years. Now agencies need to develop career plans for staff.

The U.S. State Department (2001) set forth the following benefits and reasons for having IDPs:

1. The purpose of the Individual Development Plan is to provide a systematic approach to the development of employees. It provides:
    a. A logical and structured framework for assessing the needs of both the individual and the organization.
    b. A way of organizing learning experiences so that they will be progressive and developmental rather than haphazard and wasteful of both time and money.
    c. A plan of action and a means for evaluating accomplishments of the plan.
2. IDPs promote employee-supervisor communications through a joint needs assessment process and feedback on performance.
3. IDPs provide advance planning and scheduling to ensure staff coverage.
4. IDPs develop competent staff to provide effective organizational performance. One of the required critical job elements for all supervisory positions is the responsibility to plan, support and monitor effectively subordinates' work performance and development.
5. IDPs identify common needs in training among organizational work groups.
6. In aggregate, IDPs help organizations in projecting training costs and preparing annual training plans.

In its ideal form, the IDP is a written document that a) reflects an employee's career goals, values, and needs; b) is consistent with the organizational succession plan; and c) results from open communication between an employee and their supervisor. Most organizations have some method for measuring employee performance and gathering needs assessment information on the types of training needed (and/or desired) by a majority of its employees. The IDP is related to and expands both of these activities. For example, the IDP encompasses more than an individual's annual or biannual training needs. Although both short-term and long-term goals are typical elements of an IDP, career objectives are not limited to those within the organization and should encompass the total career interests of the individual. Outlined within the career objective are measurable steps and opportunities that the individual should pursue to reach the career objective. Training and development opportunities available within the organization can be identified in the plan. IDPs are <u>not</u> a) "contracts between an employee and supervisor, b) a performance appraisal rating process, c) a performance improvement plan, or d) a guarantee of advancement or promotion."

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Stevens (2000), who referred to individual development plans as *Career Action Step Proposals*, recommended inclusion of the following elements:

1. Short-term goal proposal:
    a. What?
    b. Where?
    c. When?
2. Performance Improvement: List your support needs and proposed actions.
3. Professional Development Plan: What you believe you should undertake in priority sequence.
4. Self-Development Plan: Your personal actions relating to supporting your career action step.
5. Current Position Enrichment Plan: How your current job may be enhanced to increase your satisfaction.
6. Measures of Success: How will you know when you have achieved your short-term goal?

Individual development plans address issues of retention and advancement and are consistent with principles of life-long learning and continuous development for employees. These are the responsibility of all employees and professionals. The purpose of the individual planning process suggested here is to assist the employee in the identification of goals, steps needed to reach the goals, and resources needed to reach potential career goals. However, because the IDP is linked to the succession plan, there is a joint responsibility for its implementation, with ultimate responsibility residing with the individual employee.

Although they are important for employees, IDPs also benefit the agency, since they are an effective means of providing management with information related to the goals and aspirations of individual employees. (Examples of IDPs can be found at Appendix D).

Case Studies in Human Resource Development

Because planning with individual employees is an essential part of the succession plan, the following vignettes of representative individuals are presented to demonstrate situations where employee development programs and IDPS may benefit both the agency and the individual employee.

Blazing Saddles. In compliance with CSPD regulations, an organization has been working hard to recruit new, well-trained individuals from graduate programs in Rehabilitation Counseling. Blazing Saddles was hired 18 months ago. He is well trained in the basics of rehabilitation philosophy but is still learning the

policies and procedures of direct service provision within the agency. Bright, energetic, and interested in his career, Blazing Saddles is well thought of by his co-workers and clients but is still unknown to the majority of the organization. Although he just started with the agency, he has already applied for two supervisory positions. He has made it very clear in the interviews and through his daily office comments that he has every intention of being a risk taker and moving up as fast as possible within or outside the agency. He is beginning to be recognized as a rising star within his work unit. Recently, after not being selected for either supervisory job for which he competed, he has started talking about looking outside of the organization for advancement opportunities. At this time, the issues of retirement and benefits, as well as job stability do not seem as important to him as career advancement, recognition of his skills and abilities, and compensation. From the information in this chapter you may want to consider how you can recognize and motivate individuals like Blazing Saddles to remain with your organization and meet their individual needs.

Conscientious Plodder. The conscientious plodder has been employed as a Rehabilitation Counselor for the past eleven years. She comes to work, does her job, and goes home. Individuals with disabilities appear to be satisfied with the partnering efforts that she makes on their behalf, and the services provided are done in a timely manner. Competent seems to be an adequate description of the Conscientious Plodder. Recognition of a job well done is appreciated but seldom noticed. She manages to stay below the radar screen in most areas of her work. As a single mother, she values the stability of her job, the benefits, and the regular work hours. Her unit supervisors have made attempts to include her in training or development that would increase her knowledge base or prepare her for advancement within the agency, but she does not request these on her own. What efforts could you make, or what actions could you take to assist the Conscientious Plodder, and should you?

Growing Gloria. Growing Gloria started with the organization fresh out of high school as a beginning level support staff member eight years ago. Since that time she has made a series of changes in her personal life. Also during this time she has been encouraged by her family members to return to school and advance in a career. Growing Gloria has been a good employee who has obtained an above standard or outstanding rating on every performance appraisal. She is a team player, is known in her office as the expert to the other support staff members, and often takes on extra work or committee assignments as requested. She states that she would be interested in advancing to other jobs within the organization. She has a good understanding of the business of rehabilitation and has excelled in training she attended related to her current position. What efforts could you make or what actions could you take to encourage individuals like Growing Gloria in meeting the future workforce needs of your organization?

One-Man Band. Although the primary focus of any rehabilitation organization is to produce successful employment outcomes for individuals with disabilities, primarily through the work of counselors and support services, all organizations must have specialists in related areas in order for the organization to function. The One-Man Band has been employed with the agency for 15 years as a rehabilitation counselor. He has always received above standard or outstanding performance ratings, but has never expressed any interest in supervisory positions. Over the past few years the One-Man Band seems to volunteer for most agency committees related to the information technology (IT) system. When considering the IT system, you realize that someone with knowledge of how the system operates could be invaluable in the development of an improved IT tool for the organization. How could you take interest of the One-Man Band and develop it to benefit him and the organization?

Communication Across the Organization is Key

Key to a successful employee development program is communication. Sharing the VR agency's vision of the future creates choices for its current employees. For employees to assist organizations in accomplishing both short and long term organizational goals, even those 10 to 15 years away, they must know what the organization's goals are and understand their role in them. Not only does this help employees feel a part of the organization, it assures them that the organization is forward thinking with a stable purpose and future.

As noted in Chapter 5, assessing the VR agency's current staffing patterns and comparing them with the organization's strategic plan will result in a plan for human resource development activities. As the organization begins to implement these activities, it is important to engage current employees in a discussion about the plan and its relationship to employees' current and future roles in the organization. Employees may understand their specific job roles and tasks but may not understand how those roles and tasks fit into the larger organizational picture. Relating current employees' strengths and potential development to the organization's goals and strategies will help employees utilize their full potential and strengthen the organization's succession plan.

Before initiating an employee development program, consider the following questions:

- What vision does your organization create?
- Do your employees feel part of that vision?

- Do your employees know that what they do is of value and contributes in meaningful ways to the completion of that vision?
- What developmental opportunities are offered to encourage employees to advance in their chosen career paths?
- What prerequisites are required for individuals to participate in these activities?
- Do you have a clear and defined career path for each position within the organization as well as procedures that permit employees to know what it takes to be selected for advancement within those positions?

Inscribed on a church wall, Sussex, England, 1730.

> *A task without a vision is drudgery;*
> *A vision without a task is but a dream;*
> *But a vision with a task is the hope of the world.*

Supporting an Individual Planning Process

Management Considerations. Organizational commitment is essential if the individual planning process is to promote success within an organization. Commitment must be evidenced by behaviors, including a financial commitment. The U.S. Department of Labor's Bureau of Labor Statistics found a negative correlation between level of training expenditures and turnover, with low turnover companies spending twice the amount on training as high turnover companies (Hauenstein, 1999). Also, necessary is support at all levels of the organization.

As broadly covered in Chapter 5, the organization's leadership must ensure that supervisors at all levels are able to a) communicate the organization's visions and goals to individual staff and b) engage employees in the discussion about the organization's vision of the future. This will enable employees to visualize their potential career pathways and future roles within the organization and identify how they fit in the organization.

Organizational Values. An important part of commitment is evaluating the organization's values, as well as its culture. Bocchino (2000) stated:

> *Just as it is now the responsibility of employees to examine their values and goals and to make career choices in accordance with them, organizations should periodically assess their own values, increasing the likelihood that a) existing values will continue to help them achieve strategic goals, b) the appropriate organizational values are*

> *communicated to current and potential employees, and c) they establish the kind of environment that supports organizational values (p. 6).*

Because employee turnover is most influenced by commitment to the organization, long-term prospects, and job satisfaction, Bavendam Research Inc., (1999) states that rehabilitation organizations should consider the following actions:

- Have a clear vision and values statement.
- "Walk the talk."
- Show/remind your employees how their work makes your customers' lives better.
- Develop a recognition program meaningful to employees.
- Establish clear career paths.
- Identify development projects that would be interesting to experienced employees and beneficial to the company.
- Identify other benefits and "perks" that can be used to reward good performance.
- Identify the factors that satisfy employees.
- Identify factors that are a source of dissatisfaction.

The Big Six

1. Honest, frequent two-way communication, including rapid, constructive confrontation on issues.
2. Challenging and exciting work.
3. Continual opportunities to grow and learn.
4. Recognition and rewards for their performance.
5. Some degree of control over their job/life.
6. Knowing that their work makes a difference.

Source: Sullivan (1998)

To ensure that all managers own retention and focus on the Big Six, rehabilitation agencies should take the following actions:

- Make excellence in management a condition of employment.
- Add the Big Six to the agency's mission statement.
- Use an assessment tool on a monthly basis to randomly check with a small percentage of employees to see if they are receiving the Big Six.
- Initiate a feedback mechanism to learn about employees' frustrations.
- Develop peer-manager coaches to assist managers who need help.

- Develop an agency listserv where managers can exchange things that work.
- Use lists to identify individuals who are at risk of leaving, (e.g., overdue for promotion list, under-challenged list, active job seekers list, dissatisfied with the rewards or pay list).
- Analyze data from exit interviews on why people are leaving. (Sullivan, 1998).

Formal vs. Informal Planning. All rehabilitation organizations need to have succession plans; however, the use of IDPs depends on how each organization chooses to define itself. In determining whether IDPs would be a good choice for an organization, managers might ask "What are the consequences for not doing plans?" Individual planning can take place in a formal and/or informal process. Some of the best examples of individual growth and development within any organization are a result of the informal, daily processes that take place within the work unit of the individual. Although informal planning for individuals is important, it does not replace the need for a formal planning process within the organization. If rehabilitation organizations elect to use IDPs, they should know how IDPs will promote the development of their organizational plan in order to most effectively utilize the data collected from the plans.

Data Collection and Use. Individual plans should be used as part of a coordinated succession plan included in the strategic planning process in the agency. As part of the coordinated effort, plans should have a central point of collection. Maintaining individual plans in a database makes it easier to identify individuals who are interested in other positions within the agency. Also, as training opportunities become available (e.g., within the area or with state, region, or national programs), individuals who have identified an interest or need for particular training can be more easily identified. Although it would be helpful for all supervisors to be aware of available training programs, this may be unrealistic. Moreover, most rehabilitation organizations have a training unit that manages these services and informational items for the program.

CSPD and IDPs. Because each state agency is required to set forth a process to meet the CSPD requirements of developing and training within the state plan, the following questions should be considered:

- What is the process for the organization?
- Is it integrated as part of the succession planning process?
- Do employees know what jobs the agency will need in the coming years and are they considered the best resource in meeting those needs?

IDP Considerations. Other questions that need to be addressed by VR agencies implementing IDPs include:

- What kinds of information can be included in the plan?
- How will the plan be updated?
- How will the information obtained from the individual employee development plans be used?
- How will participants for training programs be determined?
- How will available resources be identifed?

Communicating Change. From time to time, major events such as loss of funding, reduction in FTEs, or CSPD issues will cause significant changes in the VR agency's human resource development plan. Organizational leadership must provide employees with specific information about any changes in direction as quickly as possible. Large changes will necessitate a reassessment of future staffing needs. These changes in plan will need to be communicated as clearly as possible so staff can readjust their concepts of how they fit in the future of the organization. Often staff development activities are the first to be cut when fiscal constraints are necessary. A well-developed human resource plan connected to the organization's strategic plan should include contingency plans to keep the momentum alive. Rehabilitation organizations cannot meet their strategic objectives without the appropriate staff trained and ready to take on their future roles.

Role and Responsibilities of the Supervisor

> It is a trusted supervisor with whom employees will talk about career decisions within and without the company. A competent, confidant supervisor knows that people will sometimes leave a good job for good and personal reasons, hurting immediate productivity. Yet that same supervisor also knows that time invested in people pays off in the long run in motivation, productivity, dedication, loyalty - and retention (Forrest, 2000).

The role of rehabilitation supervisors is critical to the retention of staff since a) research frequently indicates that the number one reason people stay with or leave an organization relates to the supervisor and b) supervisors or managers have control over 75 percent of the reasons why people leave their jobs (Sullivan, 1998). Thus, the supervisory role is especially critical in implementing individual planning processes. As Grimes (2001) noted, to expect an employee to discuss career goals and personal strengths and weaknesses openly "with someone he or

she does not trust or believe has his or her best interests in mind is unreasonable" (p. 2).

Supervisors at all levels must:

1. Possess knowledge of and be able to communicate the organization's visions and goals to individual staff.

2. Set aside blocks of time to meet on a regular basis with each employee to a) develop the IDP and b) facilitate feedback and on-going communication regarding the IDP.

3. Use informed choice in working with individual employees. This is especially true in working with an employee who chooses to develop talents for use outside the agency.

4. Focus on an honest discussion of the employee's future plans and employment interests in the organization, as well as the organization's support to the individual's development.

5. Provide honest supervisory feedback about the plan and its goals. The discussion is not focused on feedback about current work tasks and corrective training to meet current expectations, although the impact of current work deficiencies on the employee's future development must be addressed. Utilizing the knowledge gained through these ongoing discussions, employees can make decisions about preparing for their role in the future of the organization.

Staff may want to continue doing their current job better by receiving updated training on subjects germane to their current work. Others will be interested in developing skills so they can compete for job openings in the future. In all of these instances, a plan for how the organization will support employees' development should be put in place so the organization's resources can be wisely invested in its employees, and individuals can determine where to use their own resources to enhance opportunities for career moves.

Other Organizations Using IDPs

An increasing number of public and private organizations are incorporating Individual Development Plans as part of their recruitment/diversity initiatives. For example, one of the five actions included in the Veterans Employment and Training Services, U.S. Department of Labor Diversity Plan of Action (Borrego, 1998) is to expand growth opportunities and encourage employee self-

development by establishing Individual Development Plans. Similarly, the National Archives and Records Administration (2001) has as one of its long range performance targets linking 100 percent of employee performance plans and 100 percent of staff development plans to its strategic outcomes by 2003. In discussing its rationale, NARA stated:

> To ensure that our employees are prepared to carry out the responsibilities in their performance plans, we must help them learn new skills, refresh old skills, and make use of emerging technologies. We will develop, test, refine, and implement career development programs focusing on instruction in supervisory, universal, supplemental, and job-specific competencies that are linked to accomplishment of our strategic goals.

The Ernest Orlando Lawrence Berkeley National Laboratory's (LBL) Regulations and Procedures Manual (RPM) (1998) has as a general policy, "to assist and encourage employees to obtain skills, knowledge, and abilities that increase the effectiveness of work performance in their present positions and improve their career opportunities within the Laboratory." The RPM defines three types of programs that are supported by LBL:

1. Position-Related Programs directly related to the work assignments of the employee's current position.

2. Career-Related Programs related to the development of skills, knowledge, and other qualifications that prepare an employee for other positions within the organization for which an individual might be an effective competitor.

3. Educational Enrichment Programs related to an employee's career interests outside the organization.

Although the supervisor takes the lead in identifying objectives related to Position-Related Programs, every career employee is eligible to request a formal development plan and takes the lead in its development. The employee conducts a self-assessment of their skills, values, career interests, and choices, which are then communicated to the supervisor. The supervisor acts as a coach and advisor in developing the goal(s) and corresponding action plans to assist the employee.

Another company, MITRE (2000), used its web page to announce that it was replacing its current performance appraisal system with a new program, "Performance and Development Partnership." The pilot program resulted in part from exit interview complaints that managers did not communicate well with their

staff members. The program provides a framework for communication, involves a) an initial meeting between the employee and manager to establish performance goals, with meetings throughout the year to discuss progress and make adjustments and b) an option for the employee to establish a development plan related to their career goals, that are also discussed throughout the year. An additional benefit of the regular meetings is that employees will learn about changes in the organization throughout the year, permitting them to redirect their own goals and activities.

Organizations use their web pages as one means of communicating opportunities to their employees. Employers are also advertising their Employee Development Programs on their web sites to enhance recruitment. For example, Medtronic (2001) has a page devoted to Career Development. Using a "features-benefit" format, some of the areas outlined by Medtronic are equally applicable to rehabilitation agencies:

> **Career Development**: Medtronic will partner with you to help you customize your career development plan so that you are on the leading edge of your profession.
>
> **Training and Development Opportunities**: Medtronic encourages employees and managers to create individual development plans. Some of the ways Medtronic supports personal and professional development include:
>
> - Customized self-directed, individual development plans
> - Challenging and meaningful work, including flexible, rotational assignments
> - Leadership development programs
> - Mentoring and peer advisor programs
> - Tuition reimbursement.

Source: Medtronic, 2001

Individual Planning: Case Studies Revisited

Once a rehabilitation organization makes a commitment to formalize the planning process with individual staff members, it may be helpful to consider ways that the process is implemented. The development of the planning process for each of the case study employees is described below:

Blazing Saddles was becoming dissatisfied with his inability to be quickly recognized and rewarded for his contributions to the organization. In discussing the development of an individual plan for him, it would be

important to set realistic and time-limited goals. A five-year plan would work well for Blazing Saddles. Where does he see himself within the organization in five years? Does he know the potential jobs that may offer advancement to him within the agency? Can he identify a career interest toward which he would like to work? Having Blazing Saddles take the time to express a single career interest may assist the agency in defining where he sees himself in the organization, or he may decide that his career path lies outside of the organization in a related field. Once a career path is identified, it is important to discuss with him training options, volunteer committee assignments that might promote his goal, and ways to involve him in the larger organization. Those objectives and short-term actions should be included in a written plan. The plan, signed by the employee and the supervisor, demonstrates commitment and support from both parties. The plan should be evaluated yearly and redeveloped as needed.

The plan should then be included as part of a larger strategic planning process for the in-service training program within the organization. As individual plans are delivered to a single point within the organization, the strategic plan should recognize the training needs that are common across the organization and devote training time and resources to those areas of critical need. Also, as training opportunities arise, supervisors are aware of the individuals within their jurisdiction who should be given priority consideration for those opportunities. Individual training needs can be addressed by using a well-developed database that can be searched for individual training opportunities.

For individuals like the **Conscientious Plodder**, it is important to determine if they have the tools necessary to perform the essential functions of their job. Individuals should not be forced into making career changes that do not interest them simply because of time in grade. Many individuals want to do the job as they understand it and are pleased to provide quality services to their clientele. Careful consideration of an individual's performance plan and the development of any ongoing training needs to successfully perform the job in an ever-changing environment should be the foremost concerns. An individual plan for Conscientious Plodder should include the statement of employment goals, which could indicate their current position; the identification of any training needed to increase knowledge, skills, and abilities as reflected in the performance plan; and the identification of any required training as new policies and procedures are introduced.

Growing Gloria needs encouragement through the development of long-

and short-term training goals. Where does she see herself within the organization in the next five years? The next ten years? Does she have an understanding of the jobs available to her and the training necessary to reach those positions? Would she benefit from a mentoring or job-shadowing program? Clearly the development of a written plan including the long term goals and objectives would benefit in the outline of training. Once a career goal is established, what educational benefits are available to her both inside and outside the agency to help her attain her goals? Are the benefits available in all positions within the organization and under what conditions? Are there in-service training resources that could assist with the development of a career path? Are flexible work hours or job restructuring an option to assist Growing Gloria as she pursues educational endeavors related to her goal? The benefit of a written plan is that it provides an outline of the commitment being made by the organization to the achievement of the goal through flexible scheduling. This can avoid major misunderstandings or miscommunications in the future.

The importance of a written plan cannot be underestimated in the case of the One-Man Band. It is critical that the individual understand specific jobs that may be required to benefit the organization. Is he aware that such a job even exists? Perhaps the organization needs to consider if it could benefit from such a position and create a career mobility assignment to understand the full impact of the position. What specialized training is the agency willing to provide to assure that the individual is able to perform the job? The written plan can outline how the training being considered impacts the mission of the organization and is related to the needs of the individual. What time and resources is the agency willing to commit to the establishment of the position and the development of an individual employee? What training resources may be available from other state agencies or organizations? How much training or job restructuring will be necessary before One-Man Band is considered qualified for the specialized position?

In the development of each of these individual plans, honest feedback is an absolute necessity.

Summary

Individuals need to know how they fit into the agency's current and future plans. To effectively mobilize its current employees to think in terms of how they fit in the future of the organization, the organization's leadership must be willing to invest resources in its human resource plan. It must also hold all supervisory staff accountable for regular discussions with employees about their current

performance, reviewing future work options, and providing ways in which they can continue to grow in skills and knowledge. Development activities go well beyond training and can include such things as mentorship or trial work experiences in other roles. Employees who understand what the future employment opportunities look like in their organization often provide another important source of support to the organization. Invested employees are often more active in professional and community organizations that are natural recruitment arenas for future employees.

Recommendation

1. Agencies should survey their employees to gain a better understanding of their organizational climate as perceived by employees. The questions asked in the Gallup survey (p. 68) can be rated on a scale from 1-5 to assess the degree to which their employees are engaged.

2. Agencies should advertise their Employee Development Programs as part of their recruitment initiatives.

Chapter 7

Effective Practices: They ARE Doing It!

Abstract

You are now ready to develop a strategic human resource plan. You believe in the value of personnel planning and planning for the future leaders in the field of rehabilitation. But where do you go from here? Can it really work? Are there others who are struggling with the same issues? Can you learn from those who have already implemented the process? We wondered the same thing in developing and writing this document. So we asked for feedback from 81 public vocational rehabilitation agencies.

Selected Responses to CSAVR Survey

State VR agencies, through the CSAVR RehabNet system, were requested to respond to the following questions:

1. What methods do you use to reward and encourage staff that may be outside the "traditional civil service or salary" compensation packages? What is the benefit to the individual and/or the organization for doing this?

2. What types of unique training, development, mentoring, or work-related opportunities are part of the strategic plan of your agency? How does this benefit the individual or the organization?

3. What training program or other resources outside your agency have you used to develop your staff's management and/or leadership skills? (Please include resources funded through the rehabilitation system as well as others like those offered by state government or the private sector that you have found useful.)

Findings of the Survey

We received responses from 24 state programs indicating that motivating employees and maintaining a well-trained workforce ready to assume positions of increased responsibility were major concerns for training and strategic planning within their agency programs. Many states indicated some frustration in attempting to negotiate through a civil service system that often rewards the middle ground instead of those attempting to make quality changes within programs. Several respondents admitted that while they had little impact on civil service salary structures, they were able to encourage staff through actions that showed involvement and trust in the abilities of the staff member. Examples such as pizza parties, personal notes of achievement, random granting of small gift certificates, opportunities to attend special training events, and employee of the month awards were common.

Innovative Approaches and Contact Information

Question 1. *What methods do you use to reward and encourage staff that may be outside the "traditional civil service or salary" compensation packages? What is the benefit to the individual and/or the organization for doing this?*

Several unique approaches were submitted in response to this question.

The **Delaware Vocational Rehabilitation** program rewards the counselor who "most exceeds his/her goals with up to $1,000 to attend the training conference of their choice. In a time of limited training resources, this opportunity for the top performer to attend a training program might otherwise not been available to them" (Tes Del Tufo, tdeltufo@dvr.state.de.us).

The **Ohio Rehabilitation Services Commission** includes "an ongoing recognition program called *Passing on the Praise*, or P.O.P. Notes. The advantage to this program is that it provides a means for supervisors and co-workers alike to thank or praise another for a job well done at any time. The P.O.P. notes are in triplicate form so a copy can be given to the recipient, the supervisor, and to the HR officer for the recipient's personnel file. This program allows those who may never be nominated for a 'of the year' award to also have the opportunity to be recognized. In addition to the satisfaction of being recognized for doing a good job, the recipient's name is entered into a monthly drawing for a chance to win their choice of three prizes" (Darla O'Conner, RSC_DRO@a1@rscnet).

The **Arkansas Rehabilitation Services** response indicates, "our experience has been that today's employees value 1) time and 2) recognition. We provide recognition through our monthly newsletter where an employee of the month is recognized and profiled. The selected employee is invited to lunch with the Commissioner and has a designated parking place for the month. We also have in our Central Office, a 'wall of fame' for posters and pictures reflecting outstanding activities or work in the statewide offices. This has attracted more attention and positive feedback than we anticipated and helps our Central Office staff feel more connected to the field program" (Yolanda Evans, yeevans@ars.state.ar.us).

The **Kentucky Department for the Blind** reward staff for outstanding performance and exceptional job performance by awarding an Adjustment for Continuing Excellence (ACE). In addition counselors receive a percentage of SSA reimbursement monies according to a policy adopted in July 1998. A monetary award of up to 10 percent of each reimbursement received, not to exceed $1,000 per case, can be shared among all agency staff the counselor feels have helped with the placement of the consumer. No individual employee may receive more than a total of $2,500 in reimbursement monies in any fiscal year. The agency also allows employees to utilize flexible work schedules (Jeanne Lione, Jeanne.Lione@mail.state.ky.us).

One motivational tool that seemed to surface in several of the responses indicated a "twist" on the traditional annual awards given by many agencies. Several agencies including Utah, Delaware, Arkansas, and Pennsylvania use a peer nomination process in determining their annual awards process in addition to traditional criteria of excellence. Most respondents indicated the process for recognition of staff expertise seemed the most important to them. Oklahoma, Missouri, Rhode Island, and Utah specifically mentioned that they used high performing individuals recognized through their respective awards programs in the development of strategic planning processes within their agencies. The benefits to the organization and the individual were apparent in assisting the individual to feel a "part" of the future of the organization, thereby honoring the expertise developed by these individuals.

Question 2. *What types of unique training, development, mentoring, or work-related opportunities are part of the strategic plan of your agency? How does this benefit the individual or the organization?*

Most respondents indicated that while this was an area of developing concern within their organizations, they were generally in the middle of a planning process to determine the best way to approach the situation. There

were, however, six states that submitted creative projects that are currently being used to develop potential leaders as part of a strategic planning process. The IRI Prime Study Group decided to highlight these programs within this document and provide contact information should you wish to contact them for additional information.

Maryland Leadership Academy

In 2000, the **Maryland Division of Rehabilitation Services** received the RSA Commissioners' Award for Exemplary Training in the area of Leadership Development and In-service Training. The Leadership Academy, a Training Plan for Developing Future Leaders, was selected for presentation at the NCRE/RSA/CSAVR National Conference.

The stated goal of the Maryland program is to increase leadership skills and enhance advancement opportunities for staff within the division. The following four objectives are then considered:

Objective 1. Establish a shared vision for the characteristics of effective leaders for the Division of Rehabilitation Services, as well as continued enrichment and training for executive staff and senior managers. Activity: Ongoing annual training and planning. Topics include Building a Productive Organizational Culture, Creating Organizational Change, and Effective Communications in Organizations.

Objective 2. Assess the leadership skills of current supervisors and managers and develop training opportunities for current supervisors and managers. Activity: Completion of Leadership Development Instrument and one-day training for targeted staff. Development of an Individual Leadership Development Plan. Supervision orientation for newly promoted supervisors and identification of future training topics based on analysis of the strengths and weaknesses of current supervisors are highlighted.

Objective 3. Develop leadership skills and abilities that will prepare staff to take on leadership roles. Activity: Participants are selected on the basis of established criteria. A comprehensive agenda of training including Current Trends and Characteristics of Leaders, Leadership Profile Inventory, Effective Follower-ship, Mentoring, and the Role of the Public Administrator are some of the highlights.

Objective 4. Continue a mentoring program through which staff can explore the potential for upward mobility within the Division of Rehabilitation Services. Activity: Protégées are matched with a mentor who

can provide experiences of interest to the protégé. Each pair develops a mentoring plan with goals and objectives for the six-month period.
For additional information on Maryland's Leadership Academy contact Valerie Valentine at DORS@msde.state.md.us.

Washington State Mentoring by Design

The **Washington State Division of Rehabilitation Services** has partnered within their state agency with the Department of Revenue and the Department of Social & Health Services to:

1. Organize, facilitate, and manage DVR's mentoring program for up to 10 pairs of DVR staff. Technical assistance will be provided in redesigning the application process, establishing program goals and objectives, and informing employees about the program.

2. Establish and implement a mechanism to screen, select, and assign mentors/protégés.

3. Provide orientation and training to mentors/protégés four times per year.

4. Conduct ongoing monitoring of mentor/protégé activities and relationships.

5. Gather data about program effectiveness and make recommendations.

A unique characteristic of the *Mentoring by Design Program* is that it crosses agency lines within the state of Washington system. Mentors and protégées need not come from the same agencies.

> "In these days of a rapidly changing business world and frantic schedules, the all-knowing senior executive who grooms a protégé with years of hands-on guidance is going the way of the dinosaur. It's probably a good thing, too. Today, mentoring is more likely to be a dynamic, flexible relationship, a two-way street in which both mentor and protégé have something to gain. Mentoring can frequently take the form of a series of stints with different mentors, including people who don't work in the same agency or even in the same industry or profession."

Mentoring creates a Win-Win situation for the individuals involved.

> "Ideally, everyone involved in a mentoring relationship comes out ahead: the protégé, the mentor and other state agencies. The payoff for the protégé

is access to thoughtful and honest feedback, an objective perspective, a more experienced point of view, or simply the chance to process a new challenge, crisis, or opportunity with a trusted confidant. Many people expect a mentor to connect them with powerful people and make their career for them. However, building a career is the protégé's responsibility. A mentor can provide guidance, direction, and a different perspective."

Washington began its first group of mentors in December, 1998, and finished its work in April, 2000. According to feedback, the success has been substantial and additional groups have begun. For additional information on *Mentoring by Design*, contact Edie McBride at mcbrie@dshs.wa.gov.

West Virginia Leadership Development Academy

The **West Virginia Division of Rehabilitation Services** Leadership Development Academy was established in 1999 to assist staff in assuming greater leadership roles in their current positions and facilitate their career advancement. Interested staff submits an application and two letters of recommendation. The program is 12 months long, consisting of an Individual Development Plan, Skill Building Training, Community Leaders Presentations and Networking, Fair Shake Legislative Training, Mentoring Program, and a team project.

The second component of the program requires on ongoing commitment of all current managers/supervisors to obtain 12 hours per year of continuing education in management-related training. For additional information on the West Virginia Leadership Development Academy, contact Angela Fartha at www.wvdrs.org.

Ohio Leadership Development

In 1998, as part of a strategic planning process, the **Ohio Rehabilitation Services Commission**, determining that a significant number of staff members would be eligible for retirement over the next 8-10 years, developed a succession management program, Leadership Development. A pilot group of 20 individuals began the program, and it has since been expanded to 100 participants. An initial orientation, 360-degree feedback, and assistance with a personal development plan are the cornerstones for each participant. It is a self-driven process of growth, return to school, or participation in agency meetings and activities to expand an individual's breadth of knowledge, skills, and abilities.

Human Resource Planning and Development administers the program, working one-on-one with each person to assist them in understanding the received feedback and to suggest opportunities they may wish to explore. In addition,

Leadership Conferences are conducted approximately every six months to provide skill development.

A major emphasis is to make learning fun. For example, the March 2001 Leadership Conference is titled "*Who Wants to be a Supervisor*?" and is modeled after the game show of a similar name. Participants step into a supervisory situation and can call upon a "life-line" for assistance.

Quarterly Interview Workshops are also held for interested staff. During these sessions, executive staff, managers, and supervisors participate on mock interview panels. At the end of each "interview," the panel provides immediate feedback to the individual and tips for improving their presentation. Individuals and supervisors participating in these workshops state that candidates for positions have significantly raised their performance in actual interview settings. For additional information on the Ohio Leadership Development project, contact Darla O'Conner at RSC_DRO@a1@rscnet.

North Carolina Pre-Supervisory Assessment and Training Institute

The North Carolina Division of Vocational Rehabilitation Services began the Pre-Supervisory Assessment and Training Institute in 1991. The purpose of the Institute is to assist potential supervisory candidates to investigate their own interest and ability for management positions, to allow the agency to assess their leadership potential, and to provide job ready personnel for leadership positions. Unlike other training offered by the agency, participation in this Institute is based upon a competitive application and interview process in order to ensure the best possible group of trainees and potential leaders. They are currently conducting their fourth Pre-Supervisory Institute. The Institute's objectives are:

1. To assess potential and interest of management candidates.
2. To develop the best possible pool of candidates for anticipated vacancies.
3. To develop basic supervisory skills and knowledge in new management candidates.
4. To positively impact statewide staff perception of agency commitment to excellence.
5. To promote the development of positive peer relationships among participants.

There are five to six training sessions offered through the Institute, covering a wide range of topics including *Agency Values, Transition into Management, Leader Communication Skills, Decision Making, Conflict Resolution, and Managing and Assessing Performance*. For additional information on the North

Carolina Pre-Supervisory Assessment and Training Institute, contact Libby Robb at libby.robb@ncmail.net.

Utah Career Mobility Program

In 1992, as part of a streamlining and strategic planning process, the **Utah State Office of Rehabilitation** formalized a process of career exploration and leadership development within their organization. Using training available through the Utah State Department of Human Resources Training Program, counselors or potential managers/supervisors may attend the first section of the Certified Public Managers Program, that grants them one year of supervisory experience. All potential and current supervisors are required to attend this training.

Once an individual has completed this first section of CPMP, they may be eligible to participate in the Career Mobility Program. When potential career mobility projects or positions are identified by the agency, usually lasting one to two years, eligible individuals may competitively apply for these positions. When selected for the position, the position vacated by the individual will be filled with a temporary employee and held for the individual while they are in the mobility assignment. The benefits to the individual include the ability to "try" new skills and interests while being guaranteed their position within the agency. The benefits to the agency are to develop the skills of the participant and determine if appropriate supervisory or management skills are present for future leadership positions. At the conclusion of the mobility assignment the individual might return to their previous job. However, in many cases they have moved into an open leadership position, or the mobility position is made a permanent part of the organizational structure.

All current supervisors, managers, and directors, including those in mobility assignments, are required to complete all three sections of the Certified Public Managers Program. For additional information on Utah's Career Mobility Program, contact Kathy Meyer at khmeyer@usor.state.ut.us.

Additional Resources from Responses

The following are additional responses to the survey that may be of interest:

The **Missouri Rehabilitation Services for the Blind** has a mentoring program that pairs participants from different offices. Contact Mary Giboney at mgiboney@mail.state.mo.us.

The **Mississippi Department of Rehabilitation Services** is currently developing a Succession Pilot Project. Contact Rene Woodward at Rene.Woodward @mdrs.state.ms.us/.

The **Arkansas Rehabilitation Services** has implemented several training activities through an e-based program called "TAKE TIME OUT TRAINING." Training materials are presented electronically with pre- and post-evaluations. Contact Yolanda Evans at yeevans@ars.state.ar.us.

The **Alabama Department of Rehabilitation Services** has developed a Professional Development Plan for each employee that is completed by the supervisor and employee. Contact Kim Boswell at kboswell@rehab.state.al.us.

The **Delaware Vocational Rehabilitation** agency was recently awarded a grant from the Delaware First State Quality Improvement Fund to bring continuous quality improvement training to every member of the vocational rehabilitation staff. The program will provide the opportunity for each staff person to receive the same information on such topics as empowerment, team building, client choice, communication, and decision-making. Contact Tes Del Tufo at tdeltufo@dvr.state.de.us.

The **Kentucky Department of Vocational Rehabilitation** uses an Individual Career Development Plan to recognize potential leaders and to plan for the individual's leadership development. Contact Elizabeth A. Rose at ElizabethA.Rose@mail.state.ky.us

Question 3. *What training program or other resources outside your agency have you used to develop your staff's management and/or leadership skills? (Please include resources funded through the rehabilitation system as well as others like those offered by state government or the private sector that you have found useful.)*

All respondents indicated they used a variety of external training programs to assure leadership and management development. Most commonly mentioned was the Georgia State University RRCEP Institute for New Supervisors, the George Washington University RRCEP Leadership Training Program, the National Leadership Program at the University of Oklahoma, and the Emerging Leaders Training at Western Washington University. It is apparent that the role of the RRCEPs in assisting states in meeting their succession planning needs is emerging and will continue to grow.

Most respondents also indicated that they made use of state HR development training programs including the Certified Public Managers Program. An additional regional program is the Commonwealth of Pennsylvania Office of Administration Courses. Contact Chris Forbrich at cforbrich@dli.state.pa.us.

Just Do It!

It is apparent that most State Vocational Rehabilitation Programs either are fully involved in the provision of succession planning training including leadership development and management training or are making major investments in developing such programs. If you feel that your organization can benefit from the experience of those who are struggling with the same issues and problems as yourself, take advantage of the information so freely offered in this chapter. **Just do it!**

Chapter 8

Summary and Recommendations

Summary and Recommendations

The nature of work and how people work has changed dramatically. Workers are faced with new demands that require new skill sets. Lifelong learning is creating opportunities for employers and employees. The current workforce is aging and many "baby boomers" are planning retirement in the near future. At the same time, there is a decreasing number of workers entering the workforce. The number of job openings is quickly exceeding the number of workers available, and there is an increased demand for a shrinking talent pool.

As a result of CSPD and an enhanced atmosphere of professionalism, the qualifications of VR professionals are increasing. Increased professional qualifications make VR counselors more marketable to a wide array of employers in the public and private sector, increasing competition for this skilled group of professionals. These trends will inevitably impact organizations at all levels within the field of vocational rehabilitation that many organizations, perhaps yours, are already experiencing. At the same time, public vocational rehabilitation is facing a projected significant turnover nationally through attrition and retirement of staff. This projected turnover is expected to take a heavy toll on the ranks of both line staff and leadership at a time when the public VR program faces multiple challenges.

Public VR organizations want to be aligned with their customers and staff. The goal is for customers to see the public VR organization as their choice for service and for current staff and future applicants to see the organization as their choice for employment.

Considering these goals, changes, and projections, are you positioning your organization for the future? How can strategic succession planning and leadership development benefit your organization? Have you created a system of continuous quality improvement that will keep your organization competitive in the future?

Strategic succession planning with a strong focus on human resource development can lead your organization into the future. Results will include:

- Development of a resilient and proactive organization, sensitive and responsive to changes within the larger environment.
- Redefined relationships with key partners based upon increased awareness and responsiveness to partner needs and interests.
- Establishment of a "Success Culture" for customers and employees.
- Evolved leadership at all levels within the organization.
- Development of an organization that assumes primary responsibility for the continuous development of its workforce at all levels.
- Enhancement of organizational marketability to a diverse population.

Given the potential benefits, the following recommendations are made to rehabilitation organizations:

- Survey your employees to gain a better understanding of the organizational climate as perceived by your employees. The 12 questions asked in the Gallup survey (Chapter 6) can be rated on a scale from 1-5 to assess the degree to which your employees are engaged.
- Advertise your Employee Development Programs as part of your recruitment initiatives.
- Develop an organizational succession plan based upon an assessment that connects the plan with your organizational mission, values, and overall strategic plan.
- Connect your current and future staff with the succession plan through individual development plans.
- Collaborate and coordinate with other rehabilitation organizations, agencies, or programs within your state that are facing these same issues.
- Work jointly with the educators in your community to address current as well as long-term needs.
- Consider the opportunities and challenges presented by the changing VR environment and develop leadership at all levels within your organization to remain effective and strategically positioned.
- Recognize that funding may be an issue, but most of the recommendations contained in this document are "funding neutral."

Consider that 30-year veteran supervisor who is currently on medical leave, the senior counselor who is leaving the agency, the agency director now eligible to retire. The questions to ask are:

- Who will be ready to move into these positions?
- Why should you be concerned?
- What are you doing to impact the future?
- How are your customers and employees perceiving these actions?
- Are you now the organization of choice for service and employment?
- Where will your organization be in the future?
- What is the relationship between organizational goals and individual goals?
- What is the future of this organization?

Perhaps Stephen Covey (1991) best addresses succession planning in the statement, "***In a very real sense there is no such thing as organizational behavior. There is only individual behavior. Everything else flows out of that.***"

Final Thoughts

Executive Summary

Global competition, the Internet, and widespread use of technology all suggest that the economy of the 21st century will create new challenges for employers and workers. While it is possible to compete in this new global economy by creating low-wage, low-skilled jobs, America has chosen to take full advantage of its labor force and to create high-performance workplaces. If economic success is to ensure a high quality of life for all Americans, it will require adopting organizational work systems that allow worker teams to operate with greater autonomy and accountability. These new forms of organization and management cannot succeed without additional investments in the skills of U.S. workers. In the workplace of the 21st century, the Nation's workers will need to be better educated to fill new jobs and more flexible to respond to the changing knowledge and skill requirements of existing jobs. Meeting the challenge of employment and training will call not only for the best efforts of employers, educators and trainers, unions, and individual Americans, but also for new forms of cooperation and collaboration among these groups. Lifelong skills development must become one of the central pillars of the new economy.

With this responsibility comes enormous opportunity. Not only does a better educated and trained workforce create significant productivity gains and better bottom line results for American employers, but the more a worker learns, the more a worker earns. A multitude of data demonstrate that greater education and training pay. For example:

- Employers that provide formal training for their employees see a 15 to 20 percent average increase in productivity.

- Workers with more education earn higher wages. On average, college graduates earn 77 percent more than individuals with only a high school degree.

- Workers with more education enjoy greater benefits, experience less unemployment, and, when dislocated from their jobs, find their way back into the workforce with much more ease than those with less education. For example, dislocated workers with a high school diploma spend nearly twice as long to find a new job as a worker with an associate's degree.

The good news is that society is responding, and education and training is increasing:

- More than 57 percent of business establishments report that since 1990, the amount of formal education they provided has increased while only two percent report a decrease.

- Unions are increasing their commitment to workforce education and training, increasingly seeking joint union-management training initiatives; and more unions, district councils, and locals are creating training funds for their members.

- From 1980 to 1995, enrollments at community colleges, which play a special role in serving the needs of an older, employed student body, increased by 21 percent, due mostly to part-time students.

- The Federal government has made education and training a top priority, increasing investments in new programs and public resources, such as Hope Scholarships,

Lifetime Learning Tax Credits, expanded Pell Grants, the Workforce Investment Act, and One-Stop Career Centers. These innovative efforts are designed to make education and training accessible, affordable, and convenient for all Americans.

But, as a nation, there is still more work to be done to increase lifelong learning and skills development for all American workers, particularly for those who are starting with less education or employment experience.

- More than 90 million adult Americans have low levels of literacy. These individuals are not well-equipped to meet the challenges of the new economy and compete with workers of nations with higher literacy rates than the United States.

- Those in most need of skills upgrading often go without. Nearly 90 percent of those with at least a bachelor's degree receive formal employer-provided training compared with 60 percent of those who have a high school education or less.

- While the benefits from workforce skills development are clear, there are a variety of challenges that inhibit a greater investment in skills development. Often the fear of employee turnover and high training costs, particularly for small firms, serve as disincentives to employers seeking to invest in workforce education and training. Additionally, workers face a variety of constraints, such as a lack of time, money and information which impede their efforts to continue learning throughout their lives.

America is on the verge of a promising — but also challenging — set of new economic opportunities. In the 21st century, American competitiveness and worker prosperity will be tied tightly to the education and skill attainment of the workforce. Recognizing that no one can be left behind, it is incumbent on everyone — employers, educators and trainers, unions, workers, and the government — to build aggressively and purposefully upon the Nation's progress. Dynamic partnerships are essential to ensuring that all Americans have affordable and convenient access to acquiring skills for the 21st century economy. The economic health of the Nation and individual well-being rest on the success of this team effort. (U.S. Department of Commerce, U.S. Department of Education, U.S. Department of Labor, National Institute of Literacy, and the Small Business Administration, 1999).

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Appendix A

The following list of resources includes continuing education and academic programs in management, administration, and leadership available to rehabilitation agencies. They are listed in alphabetical order by title of the program with the name of the program's host university highlighted below the title for geographic reference. Note that some programs are designed to serve a specific region while others are open to participation from outside their region.

Centers for Independent Living Leadership Training

Region V Rehabilitation Continuing Education Program at **Southern Illinois University**

This is a two-day program for new Center for Independent Living supervisors and directors. Participants are exposed to information on fundamental leadership styles to help them identify a leadership framework for themselves. Topics on supervision include: creating an ownership environment, self-directed workforce tools, developing job-descriptions, performance appraisal/coaching and personnel policies.

This training was developed as an on-site training intervention.

For more information: http://www.rcepv.siu.edu

Contact: David M. Adams at (618) 453-6956 or dmadams@siu.edu

Certificate in Rehabilitation Administration

San Diego State University

This is an approved post-baccalaureate certificate offered through San Diego State University. The content is directed to employed agency personnel who are either current supervisors or managers and are interested in pursuing career advancement. Many of the courses use a problem-based learning approach. The students (employed adult learners) earn 21 semester hours of graduate credit and official university recognition. Course content includes leadership, personnel development, organizational development, policy and governance, special topics related to the needs of the group, and a culminating field-initiated research and internship experience in the student's organization. The program typically takes up to 15 months and is designed for a cohort group with common interests. The maximum enrollment is 20 persons.

The target audience or eligible participants:

Target groups have included current supervisors and administrators and future supervisors and administrators in state agencies, 121 tribal rehabilitation programs, community rehabilitation programs, administrators who focus on deafness and hard-of-hearing programs and personnel in private practice who are specializing in disability management. The focus of the audience is determined by the organizational linkages, student interest, and funding. A cohort model is used for the certificate.

This certificate has been operating since 1988. The units (for those students with an earned graduate degree prior to enrollment) are transferable to selected doctoral programs. A portion of the coursework is offered through distance education. The student's organization is encouraged to be actively involved in the educational experiences. Students are encouraged to use real problems for all of their assignments.

For more information: http://www.interwork.sdsu.edu

Contact: Dr. Tom Siegfried at (619) 594-7935 or email at: tsiegfri@mail.sdsu.edu for all groups except those specializing in deafness and hard-of-hearing administration. For the latter contact Dr. Ron Jacobs at (619) 594.1571 or email at: rjacobs@mail.sdsu.edu

The mailing address for both contact persons is:

Interwork Institute
San Diego State University
5850 Hardy Avenue, Suite 112
San Diego, CA 92182.

Community Leadership Institute for Change Knowledge (CLICK)

Region VI Rehabilitation Continuing Education Center and Community Rehabilitation Program at the **University of Arkansas**

For more information: http://www.rcep6.org

Contact Jeanne Miller or Lee Leckner at (501) 623-7700 or jmiller@rcep6.org or lleckner@.rcep6.org

Community Rehabilitation Administration Certificate Series

Center for Continuing Education in Rehabilitation at **Western Washington University**

This series includes six courses over 18 months designed specifically for professionals in community rehabilitation programs:

- Moving Toward Your Vision
- Theory and Practice in Management
- Financial Management
- Planning and Marketing
- Meeting the Human Resource Challenge
- The New CRP Management Simulation

Eligible participants include new or potential directors, human resource managers, mid-managers or supervisors of non-profit and for-profit employment community rehabilitation programs, independent living centers, mental health centers and advocacy organizations.

Both on-site and distance-based training methods are used throughout the series. Participants are required to have email and access to the Internet. One of the benefits to the training is ongoing involvement with a peer network. Participants are required to submit field assignments that involve applying the information learned to actual problems or challenges facing their own agencies.

For more information: http://www.ccer.org

Contact: Katie Cissell at (425) 774-4446 or kathleen.cissell@wwu.edu

Emerging Leaders Series

Center for Continuing Education in Rehabilitation at **Western Washington University**

The goal of this series is to provide participants with the opportunity to develop and refine their leadership skills in relation to their current job and future leadership positions. The series includes three sessions conducted over six months:

- Building Relationships That Work
- Moving Toward Your Vision
- Leadership at or Near the Top

The Emerging Leaders Series is intended primarily for mid and upper-level managers, including directors, of community-based rehabilitation programs and mid and upper-level managers of state rehabilitation agencies from the northwest and mountain states. Participation by staff from other states is possible based on space availability.

For more information: http://www.ccer.org

Contact Paul Dziedzic at (425) 771-7430 or pdz@juno.com

Leadership Academy for Managers

San Diego State University

This academy has been designed for the California Department of Rehabilitation for its current senior managers. It has direct applicability for other agencies and practicing administrators. The model is a problem-based learning approach, which targets specific areas of management and organizational challenges. The participants are involved for at least 12 months with quarterly three-day sessions in San Diego.

There are interim sessions (via distance and/or small group work) between the quarterly sessions. Content is focused on policy development and implementation and all aspects of agency governance. There is no academic credit awarded at this time. CRC credit is available for each student. The first group commenced in March 2001. The target audience is employed administrators within a state agency. The agency director must recommend each person.

The students are required to have access to the Internet. Group assignments are done through distance and communication and sharing of resources are available through distance. Based on the evolution of this Academy, staff is willing to help others initiate this structure.

For more information: http://www.interwork.sdsu.edu

Contact Dr. Michael Sullivan at:

Interwork Institute
San Diego State University
5850 Hardy Ave., Suite 112
San Diego, CA 92182
(619) 594.4231
msulliva@mail.sdsu.edu

Leadership Development Program for Community Rehabilitation Providers

Region III Rehabilitation Continuing Education Program for Community Rehabilitation Personnel at the **University of Maryland**

Visit the website at http://www.regionIIIcrprcep.umd.edu

Contact Jo Ann Hutchinson at (301) 405-4571 or jahutch@wam.umd.edu

Leadership Institute

Region III Rehabilitation Continuing Education Program at **George Washington University (GW/RRCEP)**

The GW/RRCEP is currently working with the state vocational rehabilitation agencies within Region III on conducting leadership development activities. The Leadership Institute initiative began in the fall of 1997 with a regional conference on leadership in the public vocational rehabilitation program. Region III state agency leaders met for an in-depth program focusing on leadership behaviors and characteristics.

From this conference, several programs focusing on leadership development were established at various state agencies in the region. The main focus of these programs is to develop the leadership skills and characteristics of emerging leaders in rehabilitation. An action science approach to leadership development that includes 360-degree feedback, presentation of theory and the creation and implementation of individual development plans is used to facilitate participant learning. Participants include staff from Region III who wishes to enhance their leadership skills.

In addition to the Leadership Institute, the GW/RRCEP also conducts an Institute for New Rehabilitation Supervisors in Region III. The emphasis of this 18-month program is to foster the collaboration and discuss best practices of individuals recently promoted to supervisory status within Region III state agencies.

Contact Debbie Augustine at:

Rehabilitation Continuing Education Program
George Washington University
2011 I Street, Suite 300
Washington, DC 20052
(202) 973-1550
augustin@gwu.edu

Leadership Institute - Developing Emerging Leaders for the Future

Jointly sponsored by the Region VIII Community Rehabilitation Continuing Education Program at CTAT Training and the Region VIII Rehabilitation Continuing Education Program at the **University of Northern Colorado.**

The Leadership Institute provides emerging rehabilitation leaders with knowledge, skills and abilities to create, manage and deliver high quality services to persons with disabilities. The Institute offers a dynamic combination of expert presentations, hands-on activities, and community and regional networking opportunities.

The Institute is designed for professionals in community rehabilitation, vocational rehabilitation, and independent living who have a goal of professional growth and commitment to promote programs that assure supports for persons with disabilities.
For more information: http://www.unco.edu/rrcep/index.html

Contact: Gayann Bradenburg (303) 355-2828 or gbranden@denveroptions.org or
Morris Hansen (974) 351-1321 or mhansen@rrcep.unco.edu

Leadership Training

Region V Rehabilitation Continuing Education Program at **Southern Illinois University**

This leadership Training is a three-phased program targeting new supervisors held over a nine-month to one-year period, allowing 2 to 3 months between each session:

- Phase 1 - Participants take a critical assessment/look at Self as related to their Management/Supervisory Style.
- Phase 2 - Participants receive feedback from staff on their perception of supervisor's style, as compared to that of the supervisor.
- Phase 3 - Participants look at themselves and others as part of the overall community in which they work and live. In conjunction with Taking Charge of Change, participants develop action plans that will be carried out as result of being in the training intervention.

State-specific leadership training is also offered with topics including Understanding Self and Other People's Styles, Seven Habits of Highly Effective Supervisors, Applying Time Management Principles Personnel Management - Employee Recruitment, Performance Appraisals, Coaching for Commitment, Managing Change, Stress Management in Changing Times, Supervision and Motivation - Communication and Trust, Labor Management Issues (Grievance Handling, Corrective Action Plans) and Program Planning - Conducting Case Reviews and Developing Effective Work Plans.

For more information: http://www.rcepv.sip.edu

Contact: David M. Adams at (618) 453-6956 or dmadams@siu.edu

Middle Management Certificate Series

Region II Rehabilitation Continuing Education Program at the **University of Buffalo**

The Middle Management Certificate Series is designed as a five-part series aimed at the special needs of middle managers employed in community rehabilitation agencies and similar settings. These five workshops include:

- Introduction to Middle Management: Developing an Effective Leadership Management Style
  … Designed as the introductory piece of the series. Day one will focus on introduction to middle management and day two on developing leadership skills.
- Time & Stress Management: Conquering The Clock With Calm
  … Day one will focus on managing time by analyzing and revising your schedule – "First Things First." Day two will focus on how you can use time management to reduce negative stress.
- Developing an Understanding of the Principles of Financial Management
  … A two-day course to provide an understanding of and tools to allow the review and interpretation of financial data and reports.
- People Skills for Effective Team Building
  … This program provides an overview of the fundamentals of building an effective team and of understanding the concept of teamwork in the workplace.
- Recruitment and Retention in Employment

The format for all workshops includes short lectures, discussions, and activities. Case studies will focus on incorporating the information from the different topics into real life situations.

For more information: http://www.gse.buffalo.edu/org/rrcep

Contact: David Burganowski, Project Director, at:

CRP RRCEP University of Buffalo
439 Baldy Hall – North Campus
Buffalo, NY 14261
(716) 645-2100
dfb@acsu.buffalo.edu

National Executive Leadership Insitute

University of Oklahoma

The Institute provides opportunities for rehabilitation leaders to continue the development of competencies that will contribute to greater effectiveness in agencies serving persons with disabilities. The program focus is two-fold:

1. Academy for Executive Leadership is an on-going series of four one-week courses designed to provide a comprehensive development experience for leaders in rehabilitation and
2. Customized courses in leadership are offered and conducted at state and regional levels.

Contact: Jeanette H. Doty, Program Coordinator, jdoty@ou.edu at (405) 325-4913.

Native American Rehabilitation: The Oyate' Project and Certificate Program

Center for Continuing Education in Rehabilitation at **Western Washington University**

The Oyate' project offers assistance to Native American Section 121 Vocational Rehabilitation Projects in a variety of ways in order to enhance their capacity to serve their consumers. Among other resources, this project offers:

- An on-site orientation and training program.
- Assistance in development of educational development plans for Section 121 project staff.
- Mentoring for Section 121 Project staff.

Two Certificate Programs are available to enhance the knowledge and skills of Native American practitioners:

- Certificate Program for Native American Vocational Rehabilitation that explores the history and evolution of Native American rehabilitation, addresses cultural relevancy in relation to assessment.
- Evaluation: lays the groundwork for provision of culturally sound interviewing and counseling skills.
- Certificate Program in Native American Vocational Rehabilitation Program Management offering.
- Tribal-relevant issues and management practices to directors and leaders in Native American vocational rehabilitation.

For more information: http://www.ccer.org

Contact Region X Rehabilitation Continuing Education Program Director at
(425) 774-4446

Professional Diploma in Rehabilitation Administration

Hofstra University

This 24-semester hour course of study beyond the master's degree (or its equivalent) in an approved discipline leads to the Professional Diploma in Rehabilitation Administration. It is designed for professionals working, or who aspire to work, in management, supervision, administration, and other leadership positions that specifically serve persons with disabilities. This PD is intended for professionals, such as rehabilitation counselors, job developers, case managers, vocational evaluators, facility and agency supervisors, program coordinators and managers of independent living, health-related or other proprietary, not-for-profit agencies preparing them for the development or management of rehabilitation services. The program is tailored to meet the present administrative needs of veteran rehabilitation counseling professionals and complement their previous experiences.

Federal funding for tuition assistance is presently available.

Contact Joseph S. Lechowicz, Ph.D., CRC at:

Department of Counseling, Research
Special Education & Rehabilitation
124 Hofstra University, 111 Mason Hall
Hempstead, NY 11549
(516) 463-5786
edajsl@hofstra.edu

Program for Rehabilitation Leadership

Andrew Young School of Policy Studies at **Georgia State University**

The Program for Rehabilitation Leadership was established at Georgia State University in 1979 in order to address the organizational and leadership development needs of supervisors, managers, and administrators in the Region IV State/Federal program of Vocational Rehabilitation. The program focuses on the learning needs of emerging leaders and the systems issues inherent in everyday organizational life. PRL consists of two primary programs, the Region IV CRP-RCEP, which serves over 700 community programs in Region IV, and the RCEP for Administration and Management, which serves 12 state agencies, and some IL programs in the region. In addition, PRL manages a number of special projects in the region, including a major region-wide marketing training program targeted at employers and front line personnel, a distance education program in collaboration with SDSU and UNT, and several contracts for strategic planning assistance to state agencies.

PRL produces a myriad of learning programs, including two on-campus institutes for new leaders in state agencies and community rehabilitation programs, in-state workshops based on identified needs in the areas of performance management, supervisory techniques, management skills, and other identified areas. In addition, the program pioneered a 360-degree feedback approach to leadership development, which utilizes subordinate, peer, and superior feedback provided in a facilitated learning environment.

Contact James Stephens, Director at:

Program for Rehabilitation Leadership
Andrew Young School of Policy Studies
Georgia State University
University Plaza
Atlanta, GA 30303
(404) 651-3532
jstephens@gsu.edu

Rehabilitation Administration Program

Region VII Rehabilitation Continuing Education Program (Region 7 CRP-RCEP) is an educational resource at the **University of Missouri** funded by the Rehabilitation Services Administration (RSA).

This project is targeted to community rehabilitation personnel in Iowa, Kansas, Missouri, and Nebraska and offers a Certificate training program for administrators and managers entitled Rehabilitation Administration.

State vocational rehabilitation agency and independent living center personnel are also welcome to apply.

For more information: http://www.crprcep7.org

Contact Peggy Todd: phone (573) 884-3473 or email coordinator@crp

Rehabilitation Administration and Services

Rehabilitation Institute at **Southern Illinois University**

The Rehabilitation Administration Program at SIU is designed to train directors, supervisors, coordinators and managers of rehabilitation settings in the public, private-profit and not-for-profit sectors. It consists of a Master's Degree with a concentration in administration and two certificate programs, one in rehabilitation management and the other in rehabilitation supervision. The certificate program is designed for persons in rehabilitation counseling or others who do not wish to pursue a Master's Degree but want practical skills in administration. Rehabilitation Administration has both on-and off-campus programs.

The certificate program in management requires completion of Rehabilitation Administration and three of the following courses: Programming, Budgeting and Community Resources; Program Evaluation; Advanced Fiscal Management; Marketing.

The certificate in supervision requires completion of Rehabilitation and three of the following courses: Staff Training and Development; Development and Supervision of Rehabilitation Employees; Legislative, Legal and Ethical Issues; Leadership.

Those seeking the MS in Rehabilitation Administration take both certificate programs, Medical and Psychological Aspects, and Research in Rehabilitation and complete 640 hours of field experience.

For more information: http://www.siu.edu or

Contact William Crimando, Ph.D., CRC, Coordinator, RAS at:
Rehabilitation Institute
Southern Illinois University
Carbondale, IL 62901-4609
crimando@siu.edu

RehabLeadership Through Distance Learning

The Consortium on Distance Education in Rehabilitation through the **University of North Texas**

The course will provide a concept of leadership necessary for achieving responsible change within organizations and prepare individuals to assume formal and informal leadership roles in human service organizations. This course is designed to guide participants toward (1) understanding the nature of leadership and effective leadership practices, (2) gaining a deeper understanding and more effective ability to articulate individual beliefs and values as a leader in a rehabilitation organization, and (3) determining how to transform these beliefs and values into effective leadership practices that will result in positive change in vocational rehabilitation agencies. The student will learn such key skills as decision-making, budgeting, and recognizing the difference between leading and supervising.

For more information contact Rodney Isom, Ph.D., Program Director at:

University of North Texas
Department of Rehabilitation, Social Work, & Addictions
P.O. Box 311456
Denton, TX 76203-1456
940-565-2234
risom@scs.cmm.unt.edu

Rehabilitation Management and Supervision

Business Administration, **University of Northern Colorado**

For more information: http://www.mcb.unco.edu/rehab

Contact: James Bitter at James.Bitter@UNCO.EDU

Appendix B

1. **On-line Sites for Calculating the Costs Associated with Employee Turnover**
    - Pinkovitz, W.H., Moskal, J., & Green, G. (1997). How much does your employee turnover cost? University of Wisconsin-Extension: Center for Community Economic Development. Available on-line at: http://www.uwex.edu/ces.cced/publicat/turn.html
    - Hauenstein, P. (1999). Understanding turnover. Advantage Hiring 4Q99 Newsletter. Available on-line at: www.advantagehiring.com/newsletter/n99Q4_1.html

2. **Manager-Employee Talent Inventory**
   An assessment form for managers to rate the talents and abilities within their workforce. Available on-line at: http://www.workforce.com/archive/article/001/37/57.xci

3. **National Aeronautics and Space Administration Financial and Resources Management Individual Development Plan Advisor**
   Available on-line at: http://ifmp.nasa.gov/codeb/staffing/idpguide.htm#anchor514608

Table of Contents	**Work Sheets**
Introduction	Current Career Issues
The Benefits of Career Counseling	Knowledge of Work Environment
General Steps in Career Planning	Knowledge of Self
Working the Career Planning Process	Integration of Knowledge of Self and Work Environment
	Goal Development
	Method of Taking Action
	Your Individual Development Plan

4. **How to Construct an Individual Development Plan**
   Training Outline. Available on-line at: http://wtw.doleta.gov/ohrw2w/volume1/v1md11.asp

5. Sample Development Plans

Available on-line at:

- http://www.explorer.doe.gov:1776/pdfs/forms/inddpl.pdf
- http://www.admin.utas.edu.au/hr/staff/perf_mgmt/pm_plan_2001.html
- http://www.csubak.edu/Admin/personnel/feewaiv3.htm

6. Supervisor Guides

A Supervisor's Guide to Career Development and Counseling for Civilian Employees

Available on-line at: http://www.uscg.mil/hq/cgpc/cpm/home/supindx.htm

CH 1: What is Career Development?	CH 6: Career Goal Identification
CH 2: Supervisor's Responsibility in Career Development	CH 7: Career Development Planning
CH 3: Employee's Responsibility in Career Development	Encl (1): Do's and Don'ts of Counseling Your Employee
CH 4: What is Career Counseling?	Encl (2): Individual Development Plan (Form)
CH 5: Providing Career Counseling	Encl (3): Career Development Guidelines

FAA Supervisor's On-Line Handbook

Available on-line at: http://www.faa.gov/ahr.soss

Sample Contents: Developing Employees	
Overview	Individual Development Plans - Roles and Responsibilities - The IDP Process - Sample IDP Form
Getting Results Through Learning	
Learning Needs Assessment	Evaluating the Effectiveness of Developmental Activities
Development Activities - Mentoring, Formal Education, Developmental Assignments, Training Opportunities, Self Development	Career Counseling

7. **U.S. Department of Management: Individual Development Planning Guide**
Available on-line at: http://cted.inel.gov/cted/career_dev/careerdev.htm

What is an Individual Development Plan?	Step Five: Take Action
Self Assessment-Questions to Help You Get Started on Your IDP	Step Six: Monitor Progress
Individual Development Planning Process Overview	Frequently Asked Questions about Individual Development Plans
Step One: Identify Performance Priorities	Attach. 1 Sample Performance Priority Worksheet
Step Two: Determine Skills Needs Assessment/Developmental Objectives	Attach. 2 Performance Priority Worksheet (blank form)
Step Three: Explore Development Options and Select Activities [Supervisor's Preparation for Discussion and Employee's Preparation for Discussion]	Attach. 3 Sample Individual Skills Needs Assessment and Individual Development Plan
Step Four: Hold Development discussion with Supervisor	Attach. 4 Individual Skills Needs Assessment and Individual Development Plan (blank form)

8. **The Manager's Toolkit for Retaining ERP/HRIS Professionals**
Available on-line at:
http://www.ourworld.compuserve.com/homepages/gately/p15js89.htm

Appendix C

			Wage Estimates			
SOC Code Number	Occupational Title	Number Employed	Median Hourly	Mean Hourly [1]	Mean Annual	Mean RSE
21-0000	Community and Social Services Occupations	1,404,540	$14.01	$15.21	$31,640	0.6 %
21-1011	Substance Abuse and Behavioral Disorder Counselors	57,290	$12.82	$13.73	$28,560	1.3 %
21-1012	Educational, Vocational, and School Counselors [2]	190,930	$19.22	$19.95	$41,490	0.9 %
21-1013	Marriage and Family Therapists	18,530	$16.14	$17.14	$35,660	1.7 %
21-1014	Mental Health Counselors	62,910	$12.80	$14.15	$29,430	1.5 %
21-1015	Rehabilitation Counselors	93,130	$11.37	$12.75	$26,520	1.5 %
21-1021	Child, Family, and School Social Workers	262,570	$14.42	$15.25	$31,720	0.9 %
21-1022	Medical and Public Health Social Workers	101,680	$16.16	$17.02	$35,400	0.8 %
21-1023	Mental Health and Substance Abuse Social Workers	72,730	$14.08	$14.98	$31,150	1.2 %
21-1091	Health Educators	41,620	$15.49	$16.81	$34,960	1.5 %
21-1092	Probation Officers and Correctional Treatment Specialists	78,930	$17.37	$18.28	$38,030	1.4 %
21-1093	Social and Human Service Assistants	242,530	$10.30	$10.94	$22,760	0.7 %
21-2011	Clergy [2]	26,000	$14.50	$15.48	$32,210	1.3 %
21-2021	Directors, Religious Activities, & Education [2]	14,960	$12.77	$13.73	$28,550	1.6 %

[1] Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

[2] Wage rates are calculated using three years of data: 1997, 1998, and 1999. The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

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Appendix D

Employee Name: _____ Date of Plan: _____

Supervisor Name: _____

Employee's Current Position within the agency: _____

INDIVIDUAL CAREER GOAL: _____

1. What steps will I need to take to reach my career goal?

2. What training or assistance is available to me through the agency to assist me in reaching my career goal?

3. What training would I request to attend in the next 24 months to assist me in reaching my goal?

4. What steps or training am I willing to take on my own to reach my goal without the assistance of the agency?

5. What training is the agency willing to support me in attending for the next 24 months to assist me in reaching my career goal?

Signed: _____ _____ _____

Employee Supervisor HRD Specialist

U.S. Coast Guard
DEPARTMENT OF TRANSPORTATION

INDIVIDUAL DEVELOPMENT PLAN

1. Name of Employee			2. Present Position Title		
3. Series and Grades	4. Date Assigned	5. Division/Branch/Section			6. Telephone
7. Short-Term Career Goals (1-2 years)			8. Long-Term Career Goals (2 years)		
9. Developmental Objectives	10. Formal Training and Developmental Activities (include length, source and location of activities)	11. Estimated Date of Completion	12. Estimated Cost	13. Action: A=Approved B=Disapproved C=Deferred	14. Comments
15. Signature of Employee Date:		16. Signature of First Level Supervisor Date:		17. Signature of Second Level Supervisor (if required) Date:	

U.S. Coast Guard Form
http://www.uscg.mil/hq/cgpc/cpm/home/sgen2.htm

Federal Aviation Administration
INDIVIDUAL DEVELOPMENT PLAN

Employee Name:	**SSN:**	**Grade/Level:**	**Job Series:**
Current Position:	**Organization:**	**Supervisor's Name:**	

Section 1: Career Goals (To be completed by employee)

Short-Range Goals:
Long-Range Goals:

Section 2: Individual Development Plan (To be completed by employee and supervisor)

Knowledge, skills, & abilities (KSA) needed to reach goals	**Learning and Development Activities to Acquire Identified KSA**	**Projected Cost**	**Target Start Date**	**Target End Date**

Signatures

Employee	**Date**	**Supervisor**	**Date**
Second-level Manager (Optional)	**Date**	**Training Coordinator (Optional)**	**Date**

http://www.faa.gov/ahr/soss/DevEmpl/idp/idp_form.doc

DEPARTMENT OF COMMERCE
ACQUISITION CAREER MANAGEMENT PROGRAM PLAN

Acquisition Career Management Program--Sample Individual Development Plan

NAME J. Sample	**CURRENT POSITION, SERIES, GRADE AND ORGANIZATION** Contract Specialist GS-1102-09, Department of Commerce	**FOR FY 99**
SHORT-RANGE GOALS (1 year)	To develop knowledge, skills, and abilities for career advancement	
LONG-RANGE GOALS (3-5 years)	To become supervisory contracting officer	

DEVELOPMENTAL ACTIVITIES/FORMAL TRAINING

ACTIVITY/COURSE TITLE	**PURPOSE**	**DURATION**	**PROJECTED COMPLETION DATE**
(1) Obtain appropriate training, education, and experience for developing strong procurement skills and leadership qualities. Take Intermediate Contracting (CON 202) course. Take class in Interpersonal Communication.	To increase knowledge and broaden contracting skills and to take core training course.	160 hours 8 hours	11/98 1/99
(2) Participate in government-wide procurement conferences, workshops, seminars, and outside professional organizations.	To broaden perspective and keep abreast of issues by interacting with Government-wide personnel on current acquisition topics.	24 hours	5/99
(3) Obtain a procurement role model or mentor.	To obtain advice and guidance on career matters.	Ongoing	
(4) Request developmental assignment with senior level contracting officer.	To assist in high-level acquisition for experience.	90 days	3/99
(5) Learn to use spreadsheet applications.	To support contract projects and presentations.	24 hours	10/98
(6) Join a professional organization.	To stay abreast of current acquisition issues.	Ongoing	10/98

EMPLOYEE'S SIGNATURE	**DATE**	**SUPERVISOR'S SIGNATURE**	**DATE**	**SECOND LEVEL SUPERVISOR'S SIGNATURE**	**DATE**

http://oamweb.osec.doc.gov/app/career/idpdocs.htm

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